**DOCUMENT RESUME**

ED 150 054 SO 010 630

| | |
|---|---|
| AUTHOR | Weber, Larry; Fleming, Dan |
| TITLE | Fairfax County Schools Social Studies Skills Evaluation Project 1976-1977. |
| INSTITUTION | Virginia Polytechnic and State Univ., Blacksburg. Office of Educational Services. |
| PUB DATE | 77 |
| NOTE | 135p.; For related documents, see SO 010 629-632; Three test scoring keys in Appendix 1 may not reproduce clearly due to poor reproducibility of original document |
| EDRS PRICE | MF-$0.83 HC-$7.35 Plus Postage. |
| DESCRIPTORS | Criterion Referenced Tests; Curriculum Evaluation; Diagnostic Tests; *Educational Assessment; Elementary Secondary Education; High Schools; *Program Evaluation; *Skill Development; *Skills; *Social Studies; *Testing |
| IDENTIFIERS | *Fairfax County Schools VA; Virginia |

ABSTRACT

Four cities in Virginia conducted projects to upgrade social studies skills of their students. This evaluation guide explains the project in Fairfax County Schools during the 1976-1977 academic year. Experimental and control groups were established at grades 7-8, grades 9-10, and grades 11-12. Although pretests were administered to both groups, only the experimental group received the results of their tests. Instructions were given to teachers on how to use the results for diagnostic purposes. The following 10 social studies skills were identified: determining central issues, drawing inferences, interpreting cartoons, reading tabular data, interpreting graphs, identifying time relationships, classifying information, reading ballots, recognizing points of view, and validating sources. The experimental groups did not exhibit superiority over the control groups. Although the conclusion reached in this project indicates lack of efficacy for using tests for feedback to increase skills, the outcome did indicate need for an instructional program fostering such skills. Copies of pre- and posttests for each of the three levels, instructions, answer keys, and item analysis are provided in the appendix. (Author/SH)

**********
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
**********

ED150054

College of Education

Virginia Polytechnic Institute and State University

Office of Educational Services

Blacksburg, Va. 24061

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Dan B. Fleming

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

# FAIRFAX COUNTY SCHOOLS
# SOCIAL STUDIES SKILLS EVALUATION PROJECT
# 1976 - 1977

Larry Weber
Dan Fleming

SO 010 630

SOCIAL STUDIES SKILLS

EVALUATION PROJECT

C O N T E N T S

Evaluation Report

Procedures . . . . . 1

Methodology . . . . . 3

Findings . . . . . 3

Conclusion . . . . . 8

Social Studies Skills Tests, Instruction, and Answer Keys . . . Appendix 1

Report of Skills Testing Results to Teachers of Students in Experimental Groups and Pre-test Results for the Control Groups . . . . . Appendix 2

Post Test Results . . . . . Appendix 3

## Social Studies Skills Evaluation Project

### PROCEDURES

A project to upgrade social studies skills of students in Fairfax County Schools was conducted during 1976-77 academic year. The format of the project consisted of the following elements: (1) Classes of students were assigned to experimental and control groups. Three levels of students were used, i.e., grades 7-8, grades 9-10, and grades 11-12. (2) In the fall of 1976 all students in both groups were administered a social studies skills pre-test. Skills that were tested and the grade levels to which a skill area was administered are listed in Illustration 1. Copies of pre and post tests for each level are included in the appendices. (3) Tests of all students were scored and compiled in group data. Tests of students in the experimental group were returned in December to teachers with instructions to use them for instructional purposes in any manner that they wished. Students in the control group were not given feedback. Instructions to teachers for using test results are included in the appendices. (4) In May of 1977 all students were post tested with a parallel form of the pre-test. Copies of the post test instruments are included in the appendices. (5) Post tests of students were scored and compiled in group data. The remainder of this section of the report will be devoted to data treatment and a discussion of the findings of the study.

Illustration 1

Social Study Skills

Identifying Central Issue: The ability to select the main idea from a reading passage.

Drawing Inferences: The ability to make assumptions based on available evidence.

Cartoon Interpretation: The ability to translate information presented in a cartoon format.

Reading Tabular Data: The ability to translate information presented in tables.

Graph Interpretation: The ability to translate information presented in graphs.

Identifying Time Relationships: Skill at developing a sense of chronology.

Classifying Information: An organization skill requiring the ability to classify objects into units or concepts.

Reading a Ballot: The ability to read and interpret information on a simple election ballot.

Recognizing Point of View: The ability of a student to ascertain the viewpoint or bias of an author.

Validity of Sources: The ability to select the most dependable source of information.

PROCEDURES/METHODOLOGY

The statistics used in analyzing data for the study are descriptive. When tests of significance were conducted non-parametric statistical techniques were used because resources allocated to analyzing the data did not allow extensive data treatment. Analyses that were conducted and discussion and conclusions were based primarily on rational and logical premises, not quantitative ones.

FINDINGS

Comprehensive results for both experimental and control groups for all levels of students are presented in Tables 1, 2, and 3. Table 1 presents data for grades 7-8; Table 2 presents data for grades 9-10; and Table 3 presents data for grades 11-12. Information included at the beginning of each table are the number of students who took the test, the average score attained by the group, the test standard deviation, and reliability estimates of the test. (Refer to Table 1.) It summarizes the information on students at the 7-8 grade level.

Immediately following the above information in Table 1, 2, and 3 are subtest (skill area) achievement levels, in percent, for students in both experimental and control groups. For example, on the pre-test the achievement level of 7-8 grade students in the experimental group on subtest #1, Identifying Central Issue, was 84% figures for other subtests may be interpreted in a similar fashion for both experimental and control groups on pre and post tests.

A more detailed breakdown of student performance is contained in Appendix 3, where statistics showing achievement of students on individual items within a subtest are presented. Scrutiny of the

Table 1
COMPREHENSIVE TEST
STATISTICS
Grades 7 - 8

| | Pre-Test | Post Test |
|---|---|---|
| No. Students-Exp. Group | 231 | 219 |
| No. Students-Control Group | 217 | 207 |
| Mean. Score-Exp. Group | 24.97 (71%) | 25.46 (73%) |
| Mean. Score-Control Group | 25.49 (73%) | 23.64 (68%) |
| Std. Deviation-Exp. Group | 5.25 | 3.92 |
| Std. Deviation-Control Group | 4.09 | 4.82 |
| Reliability (KR-20) Exp. Group | .83 | .70 |
| Reliability (KR-20) Control Group | .71 | .79 |

SUBTEST PERCENT ACHIEVEMENT LEVELS
PRE & POST TESTS
Grades 7 - 8

| Subtest | Experimental | | Control | |
|---|---|---|---|---|
| | Pre | Post | Pre | Post |
| Identifying Central Issue | 84 | 76 | 82 | 72 |
| Drawing Inferences | 61 | 22 | 64 | 20 |
| Reading Tabular Data | 84 | 83 | 88 | 80 |
| Cartoon Interpretation | 87 | 91 | 87 | 87 |
| Graph Interpretation | 90 | 93 | 91 | 90 |
| Identifying Time Relationships | 77 | 87 | 81 | 83 |
| Classifying Information | 81 | 88 | 83 | 86 |
| Reading a Ballot | 58 | 72 | 57 | 61 |
| Recognizing Point of View | 29 | 51 | 33 | 40 |
| Validity of Sources | 79 | 69 | 79 | 64 |

Table 2
COMPREHENSIVE TEST
STATISTICS
Grades 9 - 10

| | Pre-Test | Post Test |
|---|---|---|
| No. Students-Exp. Group | 74 | 69 |
| No. Students-Control Group | 64 | 103 |
| Mean. Score-Exp. Group | 28.65 (70%) | 29.03 (71%) |
| Mean. Score-Control Group | 28.27 (69%) | 30.43 (74%) |
| Std. Deviation-Exp. Group | 5.51 | 4.85 |
| Std. Deviation-Control Group | 5.61 | 4.41 |
| Reliability (KR-20) Exp. Group | .82 | .75 |
| Reliability (KR-20) Control Group | .82 | .72 |

SUBTEST PERCENT ACHIEVEMENT LEVELS
PRE & POST TESTS
Grades 9 - 10

| Subtest | Experimental | | Control | |
|---|---|---|---|---|
| | Pre | Post | Pre | Post |
| Identifying Central Issue | 74 | 69 | 78 | 76 |
| Drawing Inferences | 54 | 56 | 56 | 59 |
| Reading Tabular Data | 91 | 89 | 85 | 90 |
| Cartoon Interpretation | 56 | 51 | 62 | 54 |
| Graph Interpretation | 91 | 90 | 88 | 94 |
| Identifying Time Relationships | 76 | 69 | 81 | 75 |
| Classifying Information | 74 | 96 | 74 | 95 |
| Reading a Ballot | 68 | 75 | 64 | 72 |
| Recognizing Point of View | 46 | 49 | 42 | 56 |
| Validity of Sources | 90 | 75 | 87 | 79 |

Table 3
COMPREHENSIVE TEST
STATISTICS
Grades 11 - 12

| | Pre-Test | Post Test |
|---|---|---|
| No. Students-Exp. Group | 90 | 32 |
| No. Students-Control Group | 93 | 95 |
| Mean. Score-Exp. Group | 30.31 (70%) | 30.03 (72%) |
| Mean. Score-Control Group | 30.23 (70%) | 30.19 (72%) |
| Std. Deviation-Exp. Group | 5.73 | 6.06 |
| Std. Deviation-Control Group | 5.17 | 5.76 |
| Reliability (KR-20) Exp. Group | .82 | .85 |
| Reliability (KR-20) Control Group | .78 | .83 |

SUBTEST PERCENT ACHIEVEMENT LEVELS
PRE & POST TESTS
Grades 11 - 12

| Subtest | Experimental | | Control | |
|---|---|---|---|---|
| | Pre | Post | Pre | Post |
| Identifying Central Issue | 75 | 77 | 76 | 73 |
| Drawing Inferences | 41 | 52 | 41 | 59 |
| Reading Tabular Data | 91 | 87 | 94 | 90 |
| Cartoon Interpretation | 72 | 68 | 71 | 54 |
| Graph Interpretation | 89 | 95 | 89 | 93 |
| Identifying Time Relationships | 84 | 59 | 80 | 63 |
| Classifying Information | 62 | 77 | 62 | 75 |
| Reading a Ballot | 81 | 81 | 72 | 75 |
| Recognizing Point of View | 52 | 56 | 55 | 61 |
| Validity of Sources | 92 | 78 | 92 | 82 |

statistics should provide information about the strengths and weaknesses students have on the material that was tested by specific questions within a skill area.

Inspection of data at the beginning of Tables 2 and 3 suggests that the overall effect of the project for students at levels 9-10 and 11-12 was not successful. While no attempt was made to equate the pre and post tests for difficulty level and statistical tests of significance were not conducted, casual observation reveals the experimental groups did not exhibit superiority over the control groups. Data for students in grades 11-12 demonstrate this fact most clearly. On the pre-test the experimental group scored at the 70% level and the control groups scored at the 70%; both groups scored at the 72% level on the post test. Findings are similar for students in grades 9-10. Superiority for the treatment groups was not demonstrated. (See Table 2 for example.) There was a 1% superiority for the experimental group on the pre-test and a 3% superiority for the control group on the post test. In actuality finding at grade level 9-10 favor the control group slightly. For students in grades 7-8 results are slightly in favor of the experimental group. That is, the experimental group scored two percent lower on the pre-test and five percent higher on the post test - a seven point net advantage. Tables 1, 2, and 3 also summarize the results of pre and post testings for both experimental and control groups for subtest areas. (See Table 1, for example.) The achievement level of 7-8 grade students in the experimental group on the Identifying Central Issue Skill area of the pre-test was 84%; it was 82% for the control group on the pre-test; 76% for the experimental group on the post test and 72% for the control group on the post test.

Other information relative to other skill areas in the table can be interpreted in a similar fashion--and likewise for Tables 2 and 3 which present data for 9-10 grades and 11-12 grades respectively.

The establishment of criteria to judge the efficacy of the treatment (i.e., feedback to students in the experimental groups) used in this study was a subjective matter. Many competency-based educators suggest the 80% achievement level as satisfactory performance and evidence of a successful program. Accordingly, the achievement of 80% proficiency in a skill area was used as evidence of treatment success.

For the experimental group at all levels (7-8, 9-10, 11-12) the 80% level of proficiency was attained in 11 of a possible 30 skill areas on the post test. These were:

| Subtest Area | Levels |
|---|---|
| Reading Tabular Data | - 7-8, 9-10, 11-12 |
| Cartoon Interpretation | - 7-8 |
| Graph Interpretation | - 7-8, 9-10, 11-12 |
| Identifying Time Relationship | - 7-8 |
| Classifying Information | - 7-8, 9-10 |
| Reading a Ballot | - 11-12 |

For the control groups the 80% proficiency level was also attained in 11 of 30 cases. These data are not supportive of treatment group effectiveness. The control group achieved at the 80% level in the same number of subtest areas as did the experimental group.

Another analysis which may reveal the efficacy of the treatment on the experimental group is a determination of the number of skill areas where the increase or decrease on the post test, as measured by percent of achievement gain or loss when compared to the pre-test, was at least 5%.*

---

*5% is an arbitrary figure which the evaluator used as a meaningful change between testings. It has been used in other research of this type.

(Refer to Tables 1, 2, and 3.) A 5% gain by the 7-8 grade experimental group between pre and post testings was shown in four skill areas.

1. Identifying Time Relationships
2. Classifying Information
3. Reading a Ballot
4. Recognizing Point of View

This data can be compared to the 7-8 grade control groups data which also indicated a 5% gain in one area, Recognizing Point of View.

When viewed on the basis of the 5% criteria the experimental group demonstrated an advantage. If we take into account the fact that the experimental group for 7-8 grade students declined by 5% points in one less category than the control group, the outcome is slightly more favorable. (Refer to Table 1.) The experimental group declined by 5% points in three areas, i.e., Identifying Central Issue, Drawing Inferences, and Validity of Sources, to four areas of decline by the control group, i.e., Identifying Central Issue, Drawing Inferences, Reading Tabular Data and Validity of Sources. In summary, using the 5% gain/loss criterion the evidence weighs in favor of the experimental group for 7-8 grades.

When grades 9-10 experimental and control groups are compared on the 5% criterion, the results are similar but favor the control group. (Refer to Table 2.) There was only an increase of 5% for the experimental group in only two categories, Classifying Information and Reading a Ballot. For the control group an increase was made in five areas. The experimental group lost 5% in four skill areas, while the control group lost 5% in three areas.

For the 11-12 grade students gains of 5% were made in three areas by the experimental group and in three areas by the control group.

Losses of 5% were made in two areas by the experimental group and in three areas by the control. In summary no statement can be made regarding superiority of either experimental or control groups on the basis of findings.

Resources did not permit sophisticated statistical inquiry into whether significant differences existed between the control and experimental groups. However, inquiry was made into which group gained the greatest number of percentage points (or lost the fewest points) between pre and post testings for each skill area included in the tests. Chi square tests of significance were conducted to see if statistically significant differences existed between the two groups. For 7-8 grade students the experimental group showed superiority in most points gained or fewest lost between pre and post testings in all ten skill areas of the test. (Refer to Table 1.) For 9-10 grade students the experimental group showed superiority in two areas and the control group in eight areas. For 11-12 grade students the results were four in favor of the experimental group, five for the controls, and one tie. (See Table 2 and 3.) Chi square tests at the .10 level of probability were conducted. Significant differences were found in favor of the experimental group for grade level 7-8 and for the control group at the 9-10 grade level. See information below.

| Grade Level | Chi Square Value |
|---|---|
| 7-8 | 16.2 |
| 9-10 | 5.0 |
| 11-12 | 0 |

CONCLUSION

The use of tests as teaching devices on the grounds of the "feedback" principle has been widespread. Unfortunately, results concerning their efficacy has been inconclusive. In prior research studies by the authors of this report the use of quizzes as teaching aids or giving feedback to experimental groups have not proved highly effective. Speculation as to the reasons for the lack of efficacy of tests vary. It may be that for certain types of skills, mere information about one's performance is insufficient, of itself, to effect change. What probably needs to be done in addition to feedback, is implementation of an educational program to upgrade skill in areas of deficiency.

On the basis of evidence presented in this report conclusions about the effectiveness of the treatment in the current project are similarly inconclusive. There was slight evidence that students in the experimental group at grade level 7-8 demonstrated better results than their control counterparts. However, the findings were precisely the opposite for students at grade level 9-10, where students in the control group showed the advantage. Detectable differences did not exist between the two groups of students at grade level 11-12. On the basis of the findings it might be said that a "standoff" condition existed and that no statement regarding superiority of treatment should be made.

On the other hand, the above statement should not be interpreted to mean that all matters concerning the project were worthless. The fact that favorable results were found for students at grade level 7-8 is encouraging and activities conducted by teachers in the experimental group may provide clues for curricular planning. Certainly the matter bears investigation.

The project cannot be condemned for its failure to effect positive results among students in the treatment group. Most certainly a major finding of the study which is of considerable value is the information concerning achievement levels of students in the various skill area. On post test results for both experimental and control groups the desired 80% level of achievement was attained in only 22 of a possible 60 instances. While such results are better than what has typically been found in projects of this type, this fact alone describes the deficiency of students and, presuming the skills are of a type valued by the Fairfax School System, highlights the necessity of developing instructional modes which foster such skills.

Another encouraging note in the project was the development of skills tests which purport to measure social study skills of students at the secondary level. The efforts on this behalf need refinement and the continued cooperation between school personnel and test developers is encouraged.

# A P P E N D I X 1

Social Studies Skills Tests, Instructions, and Answer Keys

Instructions for Completing the
Answer Sheet and Taking the Test

USE A "NUMBER 2" PENCIL

---

Answer Sheet Instructions

1. On the top line fill in student name.
2. On the second line, show course name and level such as:

   U.S. History, Grade 8

   On the second line where index no. is shown, write in the last name of the teacher of the class such as:

   Jones
   Index No.

   On the second line fill in the date the test is taken.
3. Under the heading, Group No., fill in 1 for experimental group or 2 for control group.

---

Test Taking Instructions

1. Have the students examine the sample shown in the upper right-hand corner.
2. The test is designed for a normal class period. It is not expected that more time should be needed.
3. Ask students not to mark on either the test or the answer sheet except when answering questions.
4. Reading is always a problem. If the students need help with vocabulary words, feel free to help them with a definition.

---

Experimental teachers keep the tests. Control teachers are to return all tests to the social studies supervisor.

SOCIAL STUDIES BASIC SKILLS PRE-TEST

GRADES SEVEN AND EIGHT - FALL, 1976

(Do Not Write On This Test)

Part I. Identifying Central Issue

Read the following paragraphs. Select the main idea of each.

---

The early Greeks had a view of life that deserves to be remembered forever. For centuries people have admired the Greeks for their wisdom, their talents, their love of freedom and beauty, and the rich and full lives they lived. We have much to learn from them today.

1. The main idea of the above paragraph is:

   1. The early Greeks had little to offer other people.
   2. The early Greeks were usually rich.
   3. The early Greeks were brave in war.
   4. The early Greeks had a much admired way of life.

---

DO YOU HAVE THAT TIRED, RUN-DOWN FEELING? DO YOU GET UP ON MONDAY MORNING AND HATE TO GO TO WORK? DO YOU SIT AROUND ALL DAY WAITING FOR THE DAY TO END? WHY DON'T YOU TRY ENERGO HEALTH TONIC TO GET A NEW OUTLOOK ON LIFE AND FEEL LIKE A NEW PERSON AGAIN. A SPOONFUL A DAY WILL KEEP THE BLUES AWAY.

2. The main idea of the above paragraph is:

   1. Energo is a cure for many of your problems.
   2. Energo helps cure diseases.
   3. Energo is not much good as a cure for sickness.
   4. Most people hate to go to work on Monday morning.

---

Senator Hawk today spoke in favor of Governor Love, the Democratic candidate for President. Hawk gave these reasons for his support. Governor Love is for a strong defense. He believes in keeping our country number one in the world. He wants troops stationed overseas. Finally, he wants to develop many new kinds of weapons such as the B1 bomber.

3. The main idea of the above paragraph is:

   1. Senator Hawk supports Governor Love because he wants more bombers.

   2. Senator Hawk supports Governor Love because he is a Democrat.

   3. Senator Hawk supports Governor Love because of his position on U. S. military strength.

   4. Senator Hawk supports Governor Love because of his position on lowering defense spending.

---

Part II. Drawing Inferences

Read the paragraph below. There are several things you can figure out from the reading that are not directly stated. Be careful not to take too much for granted. After reading each statement, if you think there is enough information in the paragraph to assume it is true, mark 1 for probably true. If there is enough information to assume it is probably false, mark 2 for probably false. If there is too little information to decide either way, mark 3 for not enough information.

---

Chi Chi Rodriguez, once the biggest clown in professional golf, is joking less and concentrating more on the game. As a result, Chi Chi won $113,000 in 1972. Rodriguez, who is five feet, seven inches tall and weighs 120 pounds, grew up in Puerto Rico. He taught himself how to play golf. Chi Chi made balls out of tin cans and clubs out of guava trees. Rodriguez also overcame a terrible childhood illness. Chi Chi is a very religious man and says God has done much for him.

4. Chi Chi won more money in 1972 than any other professional golfer.

   1. probably true  2. probably false  3. not enough information

5. You don't have to be big in size to be a good golfer.

   1. probably true  2. probably false  3. not enough information

6. Chi Chi came from a family with little money.

   1. probably true  2. probably false  3. not enough information

Part III. Cartoon Interpretation

Examine the cartoon below. Answer the questions below based on the cartoon.

7. According to the cartoon, a major problem is:
   1. war
   2. pollution
   3. factories
   4. over supply of frogs
8. The cartoon is referring to:
   1. United States
   2. Japan
   3. any country with lots of industry
   4. Great Britain
9. The cartoon shows all but which of the following?
   1. too much noise
   2. dirty water
   3. danger to wildlife
   4. dirty air
10. The author of the cartoon is probably:
   1. in favor of cleaning up air and water.
   2. against cleaning up air and water.
   3. trying not to take sides one way or the other as to cleaning up air and water.

Part IV. Reading Tabular Data

Below are figures showing the percentage of people in Virginia and the United States at different age levels for 1970. Answer the questions below based on the figures.

Age and Percent Distribution of the Population, 1970

| | Virginia | United States |
|---|---|---|
| Under 5 years of age . . . . . | 8.4 | 8.4 |
| 5 to 17 years of age . . . . . | 25.8 | 25.8 |
| 18 to 24 years of age. . . . . | 13.2 | 11.7 |
| 25 to 44 years of age. . . . . | 25.1 | 23.6 |
| 45 to 64 years of age. . . . . | 19.6 | 20.6 |
| 65 and over. . . . . | 7.9 | 9.9 |
| TOTAL | 100.0% | 100.0% |

11. Comparing Virginia and the United States population, the United States has:
    1. slightly more in the two older levels
    2. slightly more in the two younger levels
    3. much more in the two younger levels
    4. the same for the 18 to 24 years of age level

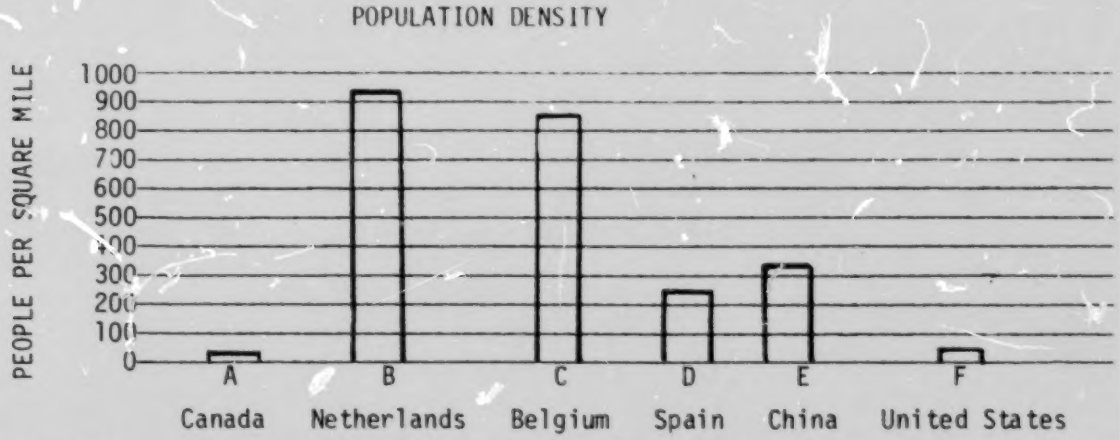
12. Comparing Virginia and the United States population for children under five years of age, the United States has:
    1. a lower percentage at that age
    2. the same percentage at that age
    3. a higher percentage at that age
    4. information not shown

13. The age level where the population of Virginia and the United States begin to differ is:
    1. 5 to 17 years
    2. 18 to 24 years
    3. 25 to 44 years
    4. 45 to 64 years

---

Part V. Graph Interpretation

Examine the Bar Graph below. Answer the questions below based on the graph.




14. Which country has the most people per square mile?

    1. Canada
    2. Netherlands
    3. China
    4. United States

15. The term "wide open spaces" based on the graph would best apply to which country?

    1. Canada
    2. Netherlands
    3. Spain
    4. China

16. In China the people per square mile is:

    1. 260 people per square mile
    2. 320 people per square mile
    3. 830 people per square mile
    4. 920 people per square mile

---

Part VI. Identifying Time Relationship

There are four items, persons, or events for each question. Mark the number for the item that happened first in time of the four listed. For example:

| | |
|---|---|
| 1. son | 3. great grandfather |
| 2. father | 4. grandfather |

The answer would be 3., great grandfather since he was the first of the four in time.

17. 1. candle
    2. electric light bulb
    3. open fire
    4. kerosene lantern

---

18. 1. American Revolution
    2. settling of the West
    3. arrival to America of Jamestown settlers and Pilgrims
    4. United States becomes a world military power

---

19. 1. Abraham Lincoln
    2. John F. Kennedy
    3. Thomas Jefferson
    4. Teddy Roosevelt

---

Part VII. Classifying Information

In the questions below, you must decide what the items have in common. Three of four items for each question are related. You must pick out the item that least belongs with the other three. Look at the example shown below:

1. cow
2. horse
3. bird
4. pig

The answer is 3., bird. It is the least related of the four.

---

20. 1. machine gun
    2. spear
    3. bow and arrow
    4. power saw

---

21. 1. lakes
    2. mountains
    3. rivers
    4. oceans

---

22. 1. garbage collector
    2. fireman
    3. food store clerk
    4. policeman

---

23. 1. coal
    2. wheat
    3. corn
    4. oats

Part VIII. Reading A Ballot

Shown below is a very simple election ballot. Examine the questions and the ballot and then answer each question based on the ballot.

| | National | | County | | |
|---|---|---|---|---|---|
| Offices | U.S. Senate | U.S. House of Representatives | Sheriff | Board of Supervisors | |
| | (vote for one) | (vote for one) | (vote for one) | (vote for two) | |
| Democratic | William Spong | Ronald Jones | | Ray Walsh | Colleen Ryan |
| Republican | Ray Garland | Caldwell Butler | Douglas Roberts | Henry Roop | Robert Small |

24. If you wanted to vote for Spong for Senator, could you also vote for Butler for member of the House of Representatives?

1. yes 2. no 3. don't know

25. Could you vote for both Walsh and Ryan for the Board of Supervisors?

1. yes 2. no 3. don't know

26. Could you vote for both Walsh and Small for the Board of Supervisors?

1. yes 2. no 3. don't know

Part IX. Recognizing Point of View

Mark the answer that best shows the point of view of the author of the following paragraphs.

---

A strong tie existed between slave and master because each was dependent on the other. The master needed the work and loyalty of his slaves. The slave was dependent on his master for all of his needs. The regard the master and the slave had for each other made plantation life happy and prosperous.

27. The point of view of the author of the paragraph is:

1. friendly toward slavery
2. takes no position for or against slavery
3. unfriendly toward slavery

---

(AP) SOVIET POLICE MUSCLED INTO A MOSCOW APARTMENT AND ARRESTED NOBEL PRIZE AUTHOR, ALEXANDER SOLZHENITSYN. MRS. SOLZHENITSYN SAID HER HUSBAND WAS CONFRONTED BY SEVEN ROUGH MEN JUST INSIDE THE DOOR OF HER APARTMENT. THE MEN DRAGGED HER HUSBAND AWAY.

28. The author of the above paragraph:

1. shows sympathy for Solzhenitsyn
2. takes no sides one way or the other concerning Solzhenitsyn
3. shows dislike for Solzhenitsyn

---

The pioneers who traveled westward across the mountains faced great hardships. These men were hard pressed to find room for their wives and livestock on the long trip. Many brave pioneers and their wives died of hunger or were killed by Indians along the trip.

29. In the above paragraph the author:

1. treats women fairly
2. treats women unfairly
3. takes no position one way or the other

---

A Letter to the Editor

I think we need a law banning the ownership of all guns in Virginia by private citizens. The following reasons explain why I feel this way. Getting rid of guns would protect robbers from being shot by storeowners and others. This law might help avoid bloodshed if the Russians would take over our country because nobody would have any guns to fight back with. These are two good reasons why we need this law.

30. The author of the letter:

    1. wants a law banning the ownership of guns

    2. opposes a law banning the ownership of guns

    3. doesn't care either way about the ownership of guns

---

EVENING NEWS, LONDON. A DISTANT COUSIN OF THE QUEEN WHO KILLED HER "DISEASED AND MINDLESS" NINE MONTH OLD DAUGHTER WALKED OUT OF COURT TODAY A FREE WOMAN. A JUDGE PLACED HER ON PROBATION SAYING "YOU HAVE SUFFERED ENOUGH." FOR NINE WEARY AND DEPRESSING MONTHS, 35 YEAR OLD ELIZABETH WISE HAD KEPT HER TINY BABY EMMA ALIVE BY COMPLETE DEVOTION AND PERSONAL BRAVERY. THE BABY DEVELOPED A VIRUS WHICH GRADUALLY DESTROYED HER BRAIN AND TURNED HER BLIND AND DEAF.

31. The newspaper reporter who wrote this item:

    1. showed sympathy for the mother

    2. took no position one way or other concerning the mother

    3. showed dislike of the mother

---

Part X. Validity of Sources

Some sources of information are much more dependable than others. In the questions below, select the most dependable source of information for each.

32. In a football game between T. C. Williams High School and Annandale High School, an official rules a player catching a touchdown pass is out of bounds. The best way to decide if the official was right would be to:

    1. ask the player catching the pass

    2. ask the Annandale coach

    3. look at a videotape replay

    4. ask a Washington Post sportswriter in the stands

33. The best way to determine what life was like in Chesterfield County at the time of the American Revolution would be:

    1. read a novel about the area
    2. see a movie based on frontier life in Virginia
    3. listen to stories passed down by word of mouth from ancestors
    4. read diaries written by settlers of the area

34. The best way to find out the "truth" about drug abuses on a college campus would be to:

    1. interview the college president
    2. hear personal accounts from students undergoing drug treatment
    3. read newspaper articles describing raids on the campus
    4. read "letters to the editor" written by local church officials

35. The best way to find out the truth about the Watergate tapes would be to:

    1. ask former President Nixon about them
    2. read in the Roanoke Times newspaper about them
    3. listen to the actual tapes
    4. listen to Walter Cronkite about them on CBS news

---

SOCIAL STUDIES BASIC SKILLS PRE-TEST

GRADES NINE AND TEN - FALL, 1976

(Do Not Write On This Test)

Part I. Identifying Central Issue

Read the following paragraphs. Select the main idea of each.

---

The early Greeks had a view of life that deserves to be remembered forever. For centuries people have admired the Greeks for their wisdom, their talents, their love of freedom and beauty, and the rich and full lives they lived. We have much to learn from them today.

1. The main idea of the above paragraph is:

   1. The early Greeks had little to offer other people.
   2. The early Greeks were usually rich.
   3. The early Greeks were brave in war.
   4. The early Greeks had a much admired way of life.

---

Women compose half of the human race. In the last forty years, women in gradually increasing numbers have been compelled to leave the home and enter the factory and workshop. Over seven million women are so employed, and the remainder of the sex are employed largely in domestic services. A full half of the work of the world is done by women. A careful study of the matter has demonstrated the vital fact that these working women receive a smaller wage for equal work than men do, and that the smaller wage and harder conditions imposed on the women worker are due to their lack of power in elections.

2. The main idea of the above paragraph is:

   1. Women play an important role in our labor force.
   2. Women are not treated fairly and need more voting power.
   3. Women are taking over the labor force.
   4. Women get what they deserve.

---

Senator Hawk today spoke in favor of Governor Love, the Democratic candidate for President. Hawk gave these reasons for his support. Governor Love is for a strong defense. He believes in keeping our country number one in the world. He wants troops stationed overseas. Finally he wants to develop many new kinds of weapons such as the B1 bomber.

3. The main idea of the above paragraph is:

   1. Senator Hawk supports Governor Love because he wants more bombers.

   2. Senator Hawk supports Governor Love because he is a Democrat.

   3. Senator Hawk supports Governor Love because of his position on United States military strength.

   4. Senator Hawk supports Governor Love because of his position on lowering defense spending.

---

Part II. Classifying Information

In the question below, you must decide what the items have in common. Three of four items for each question are related. You must pick out the item that least belongs with the other three. Look at the example shown below:

| | |
|---|---|
| 1. cow | 3. bird |
| 2. horse | 4. pig |

The answer is 3., bird. It is the least related of the four.

---

| | | |
|---|---|---|
| 4 | 1. machine gun | 3. bow and arrow |
| | 2. spear | 4. power saw |

---

| | | |
|---|---|---|
| 5. | 1. lakes | 3. rivers |
| | 2. mountains | 4. oceans |

---

| | | |
|---|---|---|
| 6. | 1. garbage collector | 3. food store clerk |
| | 2. fireman | 4. policeman |

---

| | | |
|---|---|---|
| 7. | 1. coal | 3. corn |
| | 2. wheat | 4. oats |

---

| | | |
|---|---|---|
| 8. | 1. Africa | 3. Japan |
| | 2. Russia | 4. Brazil |

Part III. Reading Tabular Data

Below are the figures showing the percent of the people in Virginia and the United States at different age levels for 1970. Using the figures below, answer the questions shown based on the figures.

Age and Percent Distribution of the Population, 1970

| | Virginia | United States |
|---|---|---|
| Under 5 years of age | 8.4 | 8.4 |
| 5 to 17 years of age | 25.8 | 25.8 |
| 18 to 24 years of age | 13.2 | 11.7 |
| 25 to 44 years of age | 25.1 | 23.6 |
| 45 to 64 years of age | 19.6 | 20.6 |
| 65 and over | 7.9 | 9.9 |
| TOTAL | 100.0% | 100.0% |

9. Comparing Virginia and the United States population, the United States has:

   1. slightly more in the two older levels
   2. slightly more in the two younger levels
   3. much more in the two younger levels
   4. the same for the 18 to 24 years of age level

10. Comparing Virginia and the United States population for children under five years of age, the United States has:

   1. a lower percent at that age
   2. the same percent at that age
   3. a higher percent at that age
   4. information not shown

11. The age level where the population of Virginia and the United States begin to differ is:

   1. 5 to 17 years
   2. 18 to 24 years
   3. 25 to 44 years
   4. 45 to 64 years

---

Part IV. Cartoon Interpretation

*". . . and they think we're kooks!"*

12. A country not indicated in this cartoon is:

    1. Great Britain
    2. Russia
    3. China
    4. United States

13. The national policy of the countries shown could be described as:

    1. peace loving
    2. warlike
    3. friendly
    4. confused

14. The cartoonist seems to favor:

    1. United States
    2. Russia
    3. people with signs
    4. people with weapons

Part V. Reading A Ballot

Shown below is a very simple election ballot. Examine the questions and the ballot and then answer each question based on the ballot.

| | National | | County | | |
|---|---|---|---|---|---|
| Offices | U.S. Senate | U.S. House of Representatives | Sheriff | Board of Supervisors | |
| | (vote for one) | (vote for one) | (vote for one) | (vote for two) | |
| Democratic | William Spong | Ronald Jones | | Ray Walsh | Colleen Ryan |
| Republican | Ray Garland | Caldwell Butler | Douglas Roberts | Henry Roop | Robert Small |

15. If you wanted to vote for Spong for Senator, could you also vote for Butler for member of the House of Representatives?

1. yes 2. no 3. I don't know

16. Could you vote for both Walsh and Ryan for the Board of Supervisors?

1. yes 2. no 3. I don't know

17. Could you vote for both Walsh and Small for the Board of Supervisors?

1. yes 2. no 3. I don't know

Part VI. Drawing Inferences

Read the paragraph below. There are several things you can figure out from the reading that are not directly stated. Be careful not to take too much for granted. After reading each statement, if you think there is enough information in the paragraph to assume it is true, mark 1 for probably true. If there is enough information to assume it is probably false, mark 2 for probably false. If there is too little information to decide either way, mark 3 for not enough information.

---

After the crime the Winter Palace was thoroughly searched from cellars to attics, and some curious discoveries were made.

Some of the countless peasants employed in the palace had vast unauthorized colonies of their relatives living with them on the top floor of the building. In one bedroom a full-grown cow was found, placidly chewing the cud. One of the peasants had smuggled it in as a new-born calf, had brought it up by hand, and afterwards fed it on hay stolen from the stables. Though it may have kept his family well provided with milk, stabling a cow in a bedroom unprovided with proper drainage, on the top floor of a building, is not a proceeding to be unduly encouraged. . .

18. The palace was very large.

1. assumed true 2. probably false 3. not enough information

19. The Czar spent a great deal of money on his way of living.

1. assumed true 2. probably false 3. not enough information

20. The Russian people disliked the Czar because of his wealth.

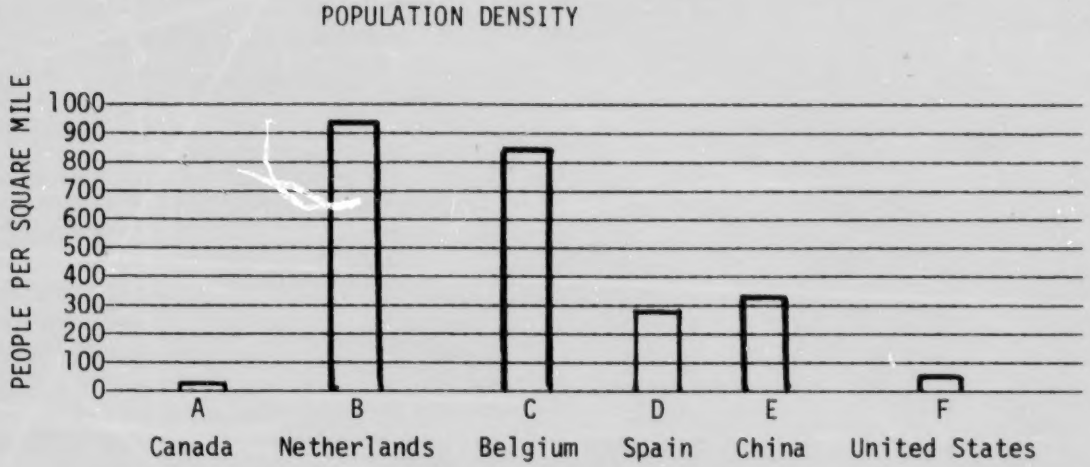
1. assumed true 2. probably false 3. not enough information

21. Sanitary conditions, even for royalty in Russia, were very poor.

1. assumed true 2. probably false 3. not enough information

Part VII. Graph Interpretation

Examine the Bar Graph below. Answer the questions below based on the graph.



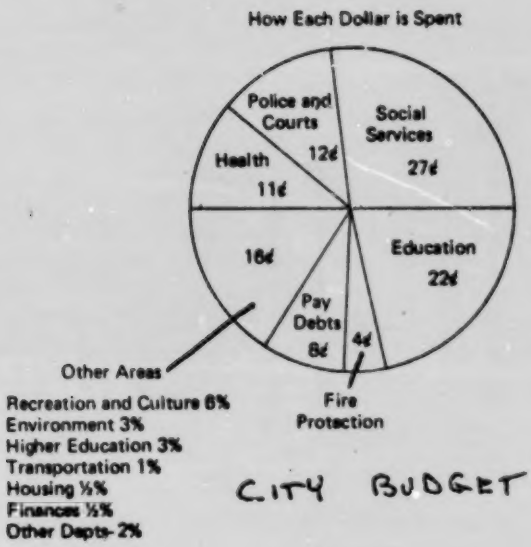

22. Which country has the most people per square mile?
    1. Canada
    2. Netherlands
    3. China
    4. United States

23. The term "wide open spaces" based on the graph would best apply to which country?
    1. Canada
    2. Belgium
    3. Spain
    4. China

24. In China the people per square mile is:
    1. 260 people per square mile
    2. 320 people per square mile
    3. 840 people per square mile
    4. 930 people per square mile

---

Examine the circle graph shown below. Answer the questions below based on the graph.




25. The main concern of the city based on spending shown on the graph is:

    1. social services
    2. education
    3. health
    4. police and courts

26. The least concern of the city is:

    1. health
    2. education
    3. social services
    4. housing

Part VIII. Validity of Sources

Some sources of information are much more dependable than others. In the questions below, select the most dependable source of information for each.

27. In a football game between T. C. Williams High School and Annandale High School, an official rules a player catching a touchdown pass is out of bounds. The best way to decide if the official was right would be to:

    1. ask the player catching the pass
    2. ask the Annandale coach
    3. look at a videotape replay
    4. ask a Washington Post sportswriter in the stands

28. The best way to determine what life was like in Chesterfield County at the time of the American Revolution would be:

    1. read a novel about the area
    2. see a movie based on frontier life in Virginia
    3. listen to stories passed down by word of mouth from ancestors
    4. read diaries written by settlers of the area

29. The best way to find out the "truth" about drug abuses on a college campus would be to:

    1. interview the college president
    2. hear personal accounts from students undergoing drug treatment
    3. read newspaper articles describing raids on the campus
    4. read "letters to the editor" written by local church officials

30. The best way to find out the truth about the Watergate tapes would be to:

    1. ask former President Nixon about them
    2. read in the Roanoke Times newspaper about them
    3. listen to the actual tapes
    4. listen to Walter Cronkite about them on CBS news

Part IX. Recognizing Point of View

Mark the answer that bests shows the point of view of the author of the following paragraphs.

A strong tie existed between slave and master because each was dependent on the other. The master needed the work and loyalty of his slaves. The slave was dependent on his master for all of his needs. The regard the master and the slave had for each other made plantation life happy and prosperous.

31. The point of view of the author of the paragraph is:

1. friendly toward slavery

2. takes no position for or against slavery

3. unfriendly toward slavery

---

A Letter to the Editor

I think we need a law banning the ownership of all guns in Virginia by private citizens. The following reasons explain why I feel this way. Getting rid of guns would protect robbers from being shot by storeowners and others. This law might help avoid bloodshed if the Russians would take over our country because nobody would have any guns to fight back with. These are two good reasons why we need this law.

32. The author of the letter:

1. wants a law banning the ownership of guns

2. opposes a law banning the ownership of guns

3. doesn't care either way about the ownership of guns

---

EVENING NEWS, LONDON. A DISTANT COUSIN OF THE QUEEN WHO KILLED HER "DISEASED AND MINDLESS" NINE MONTH OLD DAUGHTER WALKED OUT OF COURT TODAY A FREE WOMAN. A JUDGE PLACED HER ON PROBATION SAYING "YOU HAVE SUFFERED ENOUGH." FOR NINE WEARY AND DEPRESSING MONTHS, 38 YEAR OLD ELIZABETH WISE HAD KEPT HER TINY BABY EMMA ALIVE BY COMPLETE DEVOTION AND PERSONAL BRAVERY. THE BABY DEVELOPED A VIRUS WHICH GRADUALLY DESTROYED HER BRAIN AND TURNED HER BLIND AND DEAF.

33. The newspaper reporter who wrote this item:

1. showed sympathy for the mother

2. took no position one way or other concerning the mother

3. showed dislike of the mother

---

Despite the certainty of near victory, the United States government dropped the atom bomb on Hiroshima (August 6) and Nagasaki (August 9). It almost totally destroyed these cities. The atom bombs killed more than 300,000 Japanese and wounded 200,000. Later, 155,000 people died with terrible suffering in the weeks, months, and years after the bombing.

The dropping of the atom bomb was of little consequence to the outcome of the war. Through this barbaric use of atomic weapons the American imperialists wanted to demonstrate the control which they then held in this field and to threaten other peoples. They intended to make the atom bomb a tool of their foreign policy in order to force their will and policy on other peoples in the postwar era.

34. Based on the selection, which statement about the author is probably correct:

    1. he was probably on the side of the United States
    2. he probably disliked the United States
    3. he was a neutral observer

35. The author described the United States as:

    1. friendly nation
    2. brutal nation
    3. fearful nation
    4. apathetic nation

36. Which of the following terms as used above might best indicate bias:

    1. postwar
    2. barbaric
    3. destroyed
    4. monopoly

---

(AP) SOVIET POLICE MUSCLED INTO A MOSCOW APARTMENT AND ARRESTED NOBEL PRIZE AUTHOR, ALEXANDER SOLZHENITSYN. MRS. SOLZHENITSYN SAID HER HUSBAND WAS CONFRONTED BY SEVEN ROUGH MEN JUST INSIDE THE DOOR OF HER APARTMENT. THE MEN DRAGGED HER HUSBAND AWAY.

37. The author of the above paragraph:

    1. shows sympathy for Solzhenitsyn
    2. takes no sides one way or the other concerning Solzhenitsyn
    3. shows dislike for Solzhenitsyn

---

The pioneers who traveled westward across the mountains faced great hardships. These men were hard pressed to find room for their wives and livestock on the long trip. Many brave pioneers and their wives died of hunger or were killed by Indians along the trip.

38. In the above paragraph the author:

    1. treats women fairly
    2. treats women unfairly
    3. takes no position one way or the other

---

Part X. Identifying Time Relationship

Below are shown four items, persons, or events for each question. Mark the number for the item that happened first in time of the four listed. For example:

    1. son
    2. father
    3. great grandfather
    4. grandfather

The answer would be 3., great grandfather since he was the first of the four in time.

---

39. 1. candle
    2. electric light bulb
    3. open fire
    4. kerosene lantern

---

40. 1. Golden Age of Greek Civilization
    2. Space Age
    3. Industrial Revolution
    4. Middle Ages

---

41. 1. Julius Caesar
    2. Napoleon Bonaparte
    3. Adolph Hitler
    4. George Washington

SOCIAL STUDIES BASIC SKILLS PRE-TEST
GRADES ELEVEN AND TWELVE - FALL, 1976
(Do Not Write On This Test)

Part I. Identifying Central Issue

Read the following paragraphs. Select the main idea of each.

---

Women compose half of the human race. In the last forty years, women in gradually increasing numbers have been compelled to leave the home and enter the factory and workshop. Over seven million women are so employed, and the remainder of the sex are employed largely in domestic services. A full half of the work of the world is done by women. A careful study of the matter has demonstrated the vital fact that these working women receive a smaller wage for equal work than men do, and that the smaller wage and harder conditions imposed on the women worker are due to their lack of power in elections.

1. The main idea of the above paragraph is:
   1. Women play an important role in our labor force
   2. Women are not treated fairly and need more voting power.
   3. Women are taking over the labor force.
   4. Women get what they deserve.

---

"Since 1946," President Eisenhower's Commission on National Goals stated, "foreign rule has ended for more than one billion people in Asia and Africa. Much of their yearning for independence, for respect, and for abundance has been inspired by Western and especially American example. Nevertheless, historic resentments, inadequate economics, inexperience in self-government, and excessive expectations offer fertile ground for Communist persuasion and conquest."

2. The main idea of the above paragraph is:
   1. The Communists are gradually winning out over the ideas of freedom.
   2. The Americans and their ideas of freedom are gradually winning over Communism.
   3. The Western world has provided examples of freedom for new nations, but these new nations for varying reasons are still quite open to potential Communist control.
   4. Because of their examples of freedom for new nations, the Western free nations can expect to halt any Communist inroads into the control of these new nations.

---

Senator Hawk today spoke in favor of Governor Love, the Democratic candidate for President. Hawk gave these reasons for his support. Governor Love is for a strong defense. He believes in keeping our country number one in the world. He wants troops stationed overseas. Finally, he wants to develop many new kinds of weapons such as the B1 bomber.

3. The main idea of the above paragraph is:

   1. Senator Hawk supports Governor Love because he wants more bombers.
   2. Senator Hawk supports Governor Love because he is a Democrat.
   3. Senator Hawk supports Governor Love because of his position on United States military strength.
   4. Senator Hawk supports Governor Love because of his position on lowering defense spending.

---

Part II. Classifying Information

In the questions below, you must decide what the items have in common. Three of four items for each question are related. You must pick out the item that least belongs with the other three. Look at the example shown below:

1. cow
2. horse
3. bird
4. pig

The answer is 3., bird. It is the least related of the four.

---

4. 1. machine gun
   2. spear
   3. bow and arrow
   4. power saw

---

5. 1. garbage collector
   2. fireman
   3. food store clerk
   4. policeman

---

6. 1. Africa
   2. Russia
   3. Japan
   4. Brazil

---

7. 1. The American Revolution
   2. Student dissent in the 1960's
   3. The Boston Tea Party
   4. World War II

---

8. 1. The U. S. Constitution
   2. A football game official's decision on a play
   3. The United Nations Charter
   4. A Student Council Rule Book

---

Part III. Reading Tabular Data

Below are the figures showing the percent of the people in Virginia and the United States at different age levels for 1970. Using the figures below, answer the questions shown based on the figures.

Age and Percent Distribution of the Population, 1970

| | Virginia | United States |
|---|---|---|
| Under 5 years of age . . . . . | 8.4 | 8.4 |
| 5 to 17 years of age . . . . . | 25.8 | 25.8 |
| 18 to 24 years of age. . . . . | 13.2 | 11.7 |
| 25 to 44 years of age. . . . . | 25.1 | 23.6 |
| 45 to 64 years of age. . . . . | 19.6 | 20.6 |
| 65 and over. . . . . | 7.9 | 9.9 |
| TOTAL | 100.0% | 100.0% |

9. Comparing Virginia and the United States population, the United States has:

   1. slightly more in the two older levels
   2. slightly more in the two younger levels
   3. much more in the two younger levels
   4. the same for the 18 to 24 years of age level

10. Comparing Virginia and the United States population for children under five years of age, the United States has:

   1. a lower percent at that age
   2. the same percent at that age
   3. a higher percent at that age
   4. information not shown

11. The age level where the population of Virginia and the United States begin to differ is:

   1. 5 to 17 years
   2. 18 to 24 years
   3. 25 to 44 years
   4. 45 to 65 years

---

Part IV. Cartoon Interpretation

*". . . and they think we're kooks!"* D

12. A country not indicated in this cartoon is:
    1. Great Britain
    2. Russia
    3. China
    4. United States

13. The national policy of the countries shown could be described as:
    1. peace loving
    2. warlike
    3. friendly
    4. confused

14. The cartoonist seems to favor:
    1. United States
    2. Russia
    3. people with signs
    4. people with weapons

Part V. Reading a Ballot

Shown below is a very simple election ballot. Examine the questions and the ballot and then answer each question based on the ballot.

| | National | | County | | |
|---|---|---|---|---|---|
| Offices | U.S. Senate | U.S. House of Representatives | Sheriff | Board of Supervisors | |
| | (vote for one) | (vote for one) | (vote for one) | (vote for two) | |
| Democratic | William Spong | Ronald Jones | | Ray Walsh | Colleen Ryan |
| Republican | Ray Garland | Caldwell Butler | Douglas Roberts | Henry Roop | Robert Small |

15. If you wanted to vote for Spong for Senator, could you also vote for Butler for member of the House of Representatives?

    1. yes  2. no  3. don't know

16. Could you vote for both Walsh and Ryan for the Board of Supervisors?

    1. yes  2. no  3. don't know

17. Could you vote for both Walsh and Small for the Board of Supervisors?

    1. yes  2. no  3. don't know

Part VI. Drawing Inferences and Reading for Information

Read the paragraph below. There are several things you can figure out from the reading that are not directly stated. Be careful not to take too much for granted. After reading each statement, if you think there is enough information in the paragraph to assume it is true, mark 1 for probably true. If there is enough information to assume it is probably false, mark 2 for probably false. If there is too little information to decide either way, mark 3 for not enough information.

---

"By eleven p.m. on Election Night it was all over. Eisenhower was on his way to a landslide and to the most genuinely national victory since another candidate, Franklin Roosevelt of 1936, spoke the mood of another generation. Thirty-nine states were moving into the Republican column, only nine into the Democratic line; more than six million votes were separating the two candidates. Eisenhower was the first Republican candidate since 1928 to break the solid South. He captured large segments of groups that had been Democratic for years - Catholics, organized workers, and young voters. He did extremely well in areas that most surely characterized the America of 1952, the little white houses in the suburbs."

18. The election took place in 1952.

    1. probably true  2. probably false  3. not enough information

19. Franklin Roosevelt was a Democrat.

    1. probably true  2. probably false  3. not enough information

20. The bulk of Eisenhower's support came from the inner city area.

    1. probably true  2. probably false  3. not enough information

21. Thomas Dewey, the Republican candidate in the Presidential election of 1948 did very poorly in the South.

    1. probably true  2. probably false  3. not enough information

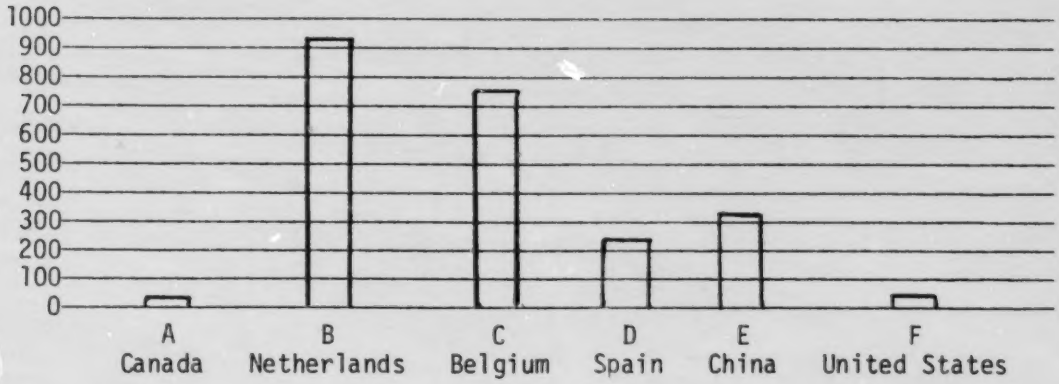
22. Eisenhower was the first Republican candidate in many years to take control of the labor vote.

    1. probably true  2. probably false  3. not enough information

Part VII. Graph Interpretation

Examine the Bar Graph below. Answer the questions below based on the graph.

POPULATION DENSITY




23. Which country has the most people per square mile?

1. Canada
2. Netherlands
3. China
4. United States

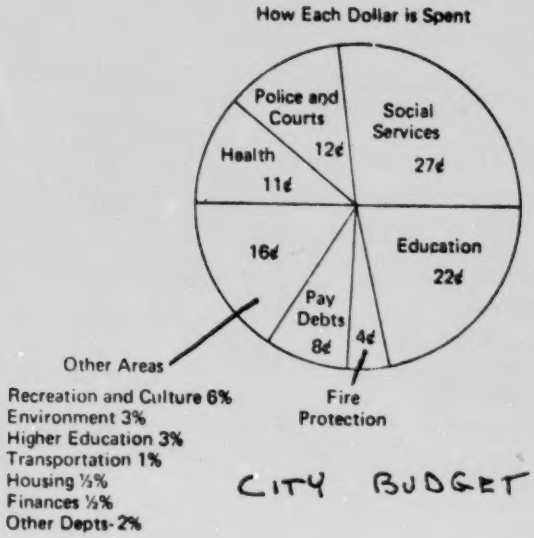
24. The term "wide open spaces" based on the graph would best apply to which country?

1. Canada
2. Belgium
3. China
4. Spain

25. In China the people per square mile is:

1. 260 people per square mile
2. 320 people per square mile
3. 840 people per square mile
4. 930 people per square mile

Examine the circle graph shown below. Answer the questions below based on the graph.




26. The main concern of the city based on spending shown on the graph is:

    1. social services
    2. education
    3. health
    4. police and courts

27. A very low concern of the city is:

    1. health
    2. education
    3. social services
    4. housing

Part VIII. Validity of Sources

Some sources of information are much more dependable than others. In the questions below, select the most dependable source of information for each.

28. In a football game between T. C. Williams High School and Annandale High School, an official rules a player catching a touchdown pass is out of bounds. The best way to decide if the official was right would be to:

    1. ask the player catching the pass
    2. ask the Annandale coach
    3. look at a videotape replay
    4. ask a Washington Post sportswriter in the stands

29. The best way to determine what life was like in Chesterfield County at the time of the American Revolution would be:

    1. read a novel about the area
    2. see a movie based on frontier life in Virginia
    3. listen to stories passed down by word of mouth from ancestors
    4. read diaries written by settlers of the area

30. The best way to find out the "truth" about drug abuses on a college campus would be to:

    1. interview the college president
    2. hear personal accounts from students undergoing drug treatment
    3. read newspaper articles describing raids on the campus
    4. read "letters to the editor" written by local church officials

31. The best way to find out the truth about the Watergate tapes would be to:

    1. ask former President Nixon about them
    2. read in the Roanoke Times newspaper about them
    3. listen to the actual tapes
    4. listen to Walter Cronkite about them on CBS news

Part IX. Recognizing Point of View

Mark the answer that best shows the point of view of the author of the following paragraphs.

A strong tie existed between slave and master because each was dependent on the other. The master needed the work and loyalty of his slaves. The slave was dependent on his master for all of his needs. The regard the master and the slave had for each other made plantation life happy and prosperous.

32. The point of view of the author of the paragraph is:

1. friendly toward slavery
2. takes no position for or against slavery
3. unfriendly toward slavery

---

A Letter to the Editor

I think we need a law banning the ownership of all guns in Virginia by private citizens. The following reasons explain why I feel this way. Getting rid of guns would protect robbers from being shot by storeowners and others. This law might help avoid bloodshed if the Russians would take over our country because nobody would have any guns to fight back with. These are two good reasons why we need this law.

33. The author of the letter:

1. wants a law banning the ownership of guns
2. opposes a law banning the ownership of guns
3. doesn't care either way about the ownership of guns

---

EVENING NEWS, LONDON. A DISTANT COUSIN OF THE QUEEN WHO KILLED HER "DISEASED AND MINDLESS" NINE MONTH OLD DAUGHTER WALKED OUT OF COURT TODAY A FREE WOMAN. A JUDGE PLACED HER ON PROBATION SAYING "YOU HAVE SUFFERED ENOUGH." FOR NINE WEARY AND DEPRESSING MONTHS, 38 YEAR OLD ELIZABETH WISE HAD KEPT HER TINY BABY EMMA ALIVE BY COMPLETE DEVOTION AND PERSONAL BRAVERY. THE BABY DEVELOPED A VIRUS WHICH GRADUALLY DESTROYED HER BRAIN AND TURNED HER BLIND AND DEAF.

34. The newspaper reporter who wrote this item:

1. showed sympathy for the mother
2. took no position one way or other concerning the mother
3. showed dislike of the mother

Despite the certainty of near victory, the United States government dropped the atom bomb on Hiroshima (August 6) and Nagasaki (August 9). It almost totally destroyed these cities. The atom bombs killed more than 300,000 Japanese and wounded 200,000. Later, 155,000 people died with terrible suffering in the weeks, months, and years after the bombing.

The dropping of the atom bomb was of little consequence to the outcome of the war. Through this barbaric use of atomic weapons the American imperialists wanted to demonstrate the control which they then held in this field and to threaten other peoples. They intended to make the atom bomb a tool of their foreign policy in order to force their will and policy on other peoples in the postwar era.

35. Based on the selection, which statement about the author is probably correct:

    1. he was probably on the side of the United States
    2. he probably disliked the United States
    3. he was a neutral observer

36. The author described the United States as:

    1. friendly nation
    2. brutal nation
    3. fearful nation
    4. apathetic nation

37. Which of the following terms as used above might best indicate bias:

    1. postwar
    2. barbaric
    3. destroyed
    4. monopoly

---

(AP) SOVIET POLICE MUSCLED INTO A MOSCOW APARTMENT AND ARRESTED NOBEL PRIZE AUTHOR, ALEXANDER SOLZHENITSYN. MRS. SOLZHENITSYN SAID HER HUSBAND WAS CONFRONTED BY SEVEN ROUGH MEN JUST INSIDE THE DOOR OF HER APARTMENT. THE MEN DRAGGED HER HUSBAND AWAY.

38. The author of the above paragraph:

    1. shows sympathy for Solzhenitsyn
    2. takes no sides one way or the other concerning Solzhenitsyn
    3. shows dislike for Solzhenitsyn

---

The pioneers who traveled westward across the mountains faced great hardships. These men were hard pressed to find room for their wives and livestock on the long trip. Many brave pioneers and their wives died of hunger or were killed by Indians along the trip.

39. In the above paragraph the author:

    1. treats women fairly
    2. treats women unfairly
    3. takes no position one way or the other

---

Part X. Identifying Time Relationship

Below are shown four items, persons, or events for each question. Mark the number for the item that happened first in time of the four listed. For example:

1. son
2. father
3. great grandfather
4. grandfather

The answer would be 3., great grandfather since he was the first of the four in time.

---

40. 1. candle
    2. electric light bulb
    3. open fire
    4. kerosene lantern

---

41. 1. Abraham Lincoln
    2. Teddy Roosevelt
    3. Adolph Hitler
    4. Thomas Jefferson

---

42. 1. Spanish American War
    2. dropping of the atomic bomb on Hiroshima
    3. 1st moon landing
    4. World War I

---

43. 1. steam powered railroad
    2. automobile
    3. airplane
    4. telephone

SOCIAL STUDIES BASIC SKILLS POST-TEST

GRADES SEVEN AND EIGHT - SPRING, 1977

(Do Not Write On This Test)

Part I. Identifying Central Issue

Read the following paragraphs. Select the main idea of each.

---

Life in the South before the Civil War was very difficult for most people. A few owned large and beautiful homes and lived very well. The rest of the people lived in small houses and cabins and struggled to make a living.

1. The main idea of the above paragraph is:

   1. Most people in the South before the Civil War were wealthy.
   2. Life in the South before the Civil War was unhappy.
   3. Life in the South before the Civil War was hard for most people.
   4. Not much is known of life in the South before the Civil War.

---

ARE YOU UNPOPULAR? DO BOYS AVOID YOU LIKE YOU HAVE SWINE FLU? DO YOU SIT HOME ON SATURDAY NIGHTS? WHY DON'T YOU TRY CUPID BEAUTY CREAM AND GLOW LIKE A NEW PERSON. TWICE A DAY USE WILL SOON HAVE YOU OUT ON DATES.

2. The main idea of the above paragraph is:

   1. Cupid Beauty Cream will make you popular with boys.
   2. Cupid Beauty Cream will make you a nicer person.
   3. Cupid Beauty Cream will make you feel better.
   4. Cupid Beauty Cream will clear up your face.

Senator Dove today spoke in favor of Governor Battle, the Republican candidate for President of the United States. Dove gave these reasons for his support. Governor Battle is for cutting defense spending. He believes our country is too strong in military power. He wants U. S. troops brought home from overseas. Last, he wants to stop making new kinds of weapons such as the B1 bomber.

3. The main idea of the above paragraph is:

   1. Senator Dove supports Governor Battle because he wants fewer weapons.
   2. Senator Dove supports Governor Battle because he is a Republican.
   3. Senator Dove supports Governor Battle because of his position on U. S. military strength.
   4. Senator Dove supports Governor Battle because of his position on increasing defense spending.

---

Part II. Drawing Inferences

Read the paragraph below. There are several things you can figure out from the reading that are not directly stated. Be careful not to take too much for granted. After reading each statement, if you think there is enough information in the paragraph to assume it is true, mark 1 for probably true. If there is enough information to assume it is probably false, mark 2 for probably false. If there is too little information to decide either way, mark 3 for not enough information.

---

Pete Rose always blossoms in the spring. That's when baseball season starts, and Pete is always ready. This Cincinnati Reds outfielder hit .300 or better for eight years in a row. His lifetime average is .308. His nickname is "Charley Hustle." He earned that label because he always gives 100 percent. Some think he is baseball's greatest competitor. Rose is a native of Cincinnati. He lives there all year-round with his wife and their two children. Pete joined the Reds in 1963, when he won National League Rookie-of-the-Year honors.

4. Pete Rose is baseball's greatest competitor.

   1. probably true  2. probably false  3. not enough information

5. Pete Rose has always played in the National League.

   1. probably true  2. probably false  3. not enough information

6. Pete has been a good hitter over the past eight years.

   1. probably true  2. probably false  3. not enough information

Part III. Reading Tabular Data

Below is a table comparing the age of drivers with the percent held at fault in accidents. Answer the questions based on the tables.

| Age of Drivers | Percent Involved in Accidents | Percent Held at Fault |
|---|---|---|
| 16 | 15.3 | 10.4 |
| 17 | 6.8 | 4.1 |
| 18 | 5.5 | 3.5 |
| 19 | 4.7 | 2.8 |
| 20 | 4.2 | 2.5 |
| 21 | 4.2 | 2.5 |
| 22 | 4.5 | 2.6 |
| 23 | 4.2 | 2.1 |
| 24 | 4.0 | 2.2 |
| 25 | 3.4 | 1.8 |

7. The safest driving age for people aged 16 through 25 is age:

   1. 16
   2. 20
   3. 23
   4. 25

8. The person most likely to be considered at fault in an accident based on the tables would be someone age:

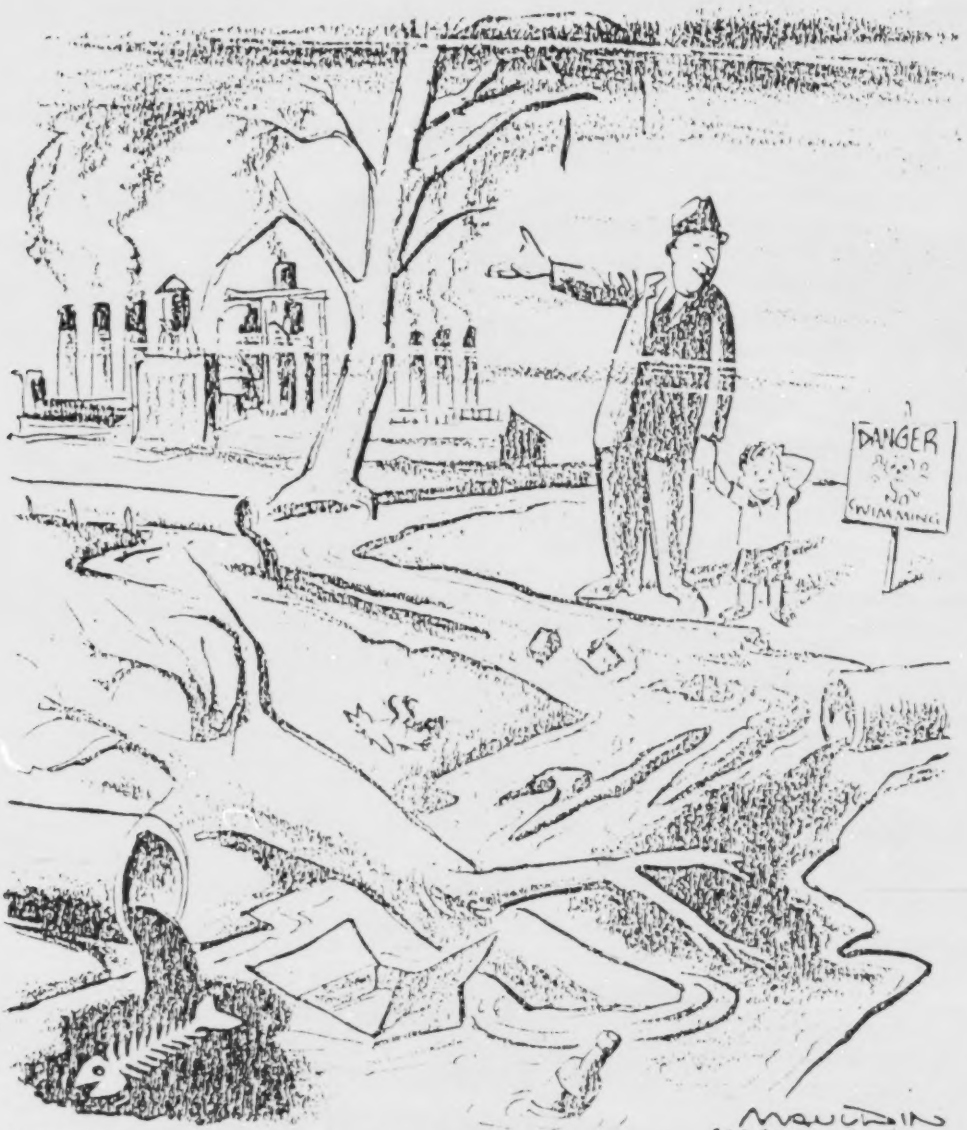
   1. 16
   2. 18
   3. 23
   4. 25

9. The best improvement in safe driving took place between the ages:

   1. 16-17
   2. 18-19
   3. 21-22
   4. 24-25

Part IV. Cartoon Interpretation

Examine the cartoon below. Answer the questions below based on the cartoon.




"THE DIFFERENCE BETWEEN MARS AND US IS AIR AND WATER."

10. According to the cartoon, a major problem is:
    1. factories
    2. a storm
    3. falling trees
    4. pollution

11. The cartoon is showing:
    1. a scene on Mars
    2. a scene in wartime
    3. a scene in a country with lots of industry
    4. a scene in the winter

12. The cartoon shows all but which of the following:
    1. dirty streams
    2. concern for wildlife
    3. junk
    4. dirty air

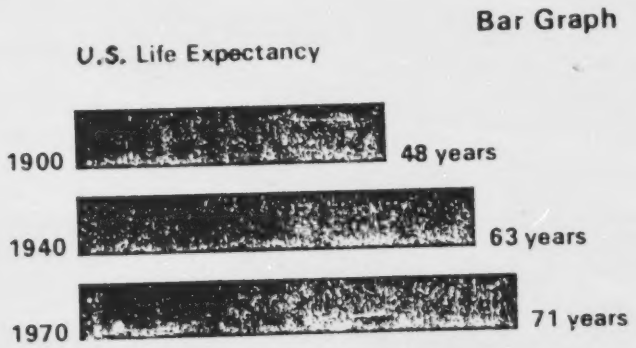
13. The author of the cartoon is probably:

    1. in favor of cleaning up air and water.
    2. against cleaning up air and water.
    3. trying not to take sides one way or the other as to cleaning up air and water.

---

Part V. Graph Interpretation

Examine the bar graph below. Answer the questions below based on the graph.




14. The life expectancy (how long a person expects to live) in the United States in 1940 was:

    1. 48 years
    2. 63 years
    3. 71 years

15. If living a long time is one way to measure how well you live, then the best time to have lived would be the year:

    1. 1900
    2. 1940
    3. 1970

16. If the change for life expectancy from 1900 to 1970 continues, a person living in 1990 compared to today will expect to:

    1. live longer
    2. live shorter
    3. live the same length of time

Part VI. Identifying Time Relationship

There are four items, persons, or events for each question. Mark the number for the item that happened first in time of the four listed. For example:

1. son
2. father
3. great grandfather
4. grandfather

The answer would be 3., great grandfather since he was the first of the four in time.

---

17. 1. gun
    2. bow and arrow
    3. atomic bomb
    4. tank

---

18. 1. the end of slavery in the United States
    2. the Declaration of Independence is approved
    3. John F. Kennedy is assassinated
    4. women in the U. S. get the right to vote

---

19. 1. Robert E. Lee
    2. Benjamin Franklin
    3. Dwight D. Eisenhower
    4. Woodrow Wilson

---

Part VII. Classifying Information

In the questions below, you must decide what the items have in common. Three of four items for each question are related. You must pick out the item that least belongs with the other three. Look at the example shown below.

1. cow
2. horse
3. bird
4. pig

The answer is 3., bird. It is the least related of the four.

---

20. 1. automatic rifle
    2. drill hammer
    3. power saw
    4. welding torch

---

21. 1. cities
    2. highways
    3. villages
    4. towns

---

22. 1. electrician
    2. carpenter
    3. policeman
    4. television repair man

---

23. 1. iron
    2. wheat
    3. aluminum
    4. coal

Part VIII. Reading a Ballot

Shown below is a very simple election ballot. Examine the questions and the ballot and then answer each question based on the ballot.

| | National | | County | | |
|---|---|---|---|---|---|
| Offices | U.S. Senate | U.S. House of Representatives | Sheriff | Board of Supervisors | |
| | (vote for one) | (vote for one) | (vote for one) | (vote for two) | |
| Democratic | William Spong | Jack Justice | | Lawrence Weber | Robert Jones |
| Republican | William Scott | Carl Clean | Earl Edwards | Henry Hawk | Colleen Barron |

24. If you want to vote for Scott for the Senate, can you also vote for Justice for the House of Representatives?

1. yes 2. no 3. don't know

25. Can you vote for both Jones and Barron for the Board of Supervisors?

1. yes 2. no 3. don't know

26. Can you vote for both Hawk and Barron for the Board of Supervisors?

1. yes 2. no 3. don't know

Part IX. Recognizing Point of View

Mark the answer that best shows the point of view of the author of the following paragraphs.

---

Life among the Negroes of Virginia in slavery times was generally happy. The Negroes went about in a cheerful manner making a living for themselves and for those for whom they worked.

27. The point of view of the author of the paragraph:

1. favors slavery

2. takes no position for or against slavery

3. opposes slavery

---

President Nixon defends the FBI "bugging" of telephones and newsmen as being in the national interest. Although the "bugging" broke the law, Nixon seems to believe the President of the United States is above the law of the land.

28. The author of the above paragraph:

1. favors Nixon's actions

2. dislikes Nixon's actions

3. takes no side one way or the other

---

The Pilgrim settlement in Plymouth faced great hardships. The Pilgrim fathers faced many dangers. Often the Pilgrims had trouble finding food for their women, children and livestock. Many brave Pilgrims and their wives died in the early years of the colony.

29. In the above paragraph, the author:

1. treats women fairly

2. treats women unfairly

3. takes no position one way or the other.

A Letter to the Editor

The Concorde airplane is a wonderful invention. It will allow a few wealthy businessmen to fly from London to New York in 3 hours and 20 minutes. Of course, it takes hours to get to and from the airport. Although it causes very loud takeoff noise, high fuel use, and damage to the air, it does give the rider an exciting thrill. Yes, we are certainly fortunate to have the Concorde with us.

30. The author of the letter:

    1. favors the Concorde being allowed to land in the U. S.

    2. opposes the Concorde being allowed to land in the U. S.

    3. doesn't care one way or the other about the Concorde landing in the U. S.

---

Los Angeles Times THE TRIAL OF PATTY HEARST BEGAN TODAY. PATTY LOOKED VERY TIRED BUT SEEMED TO BE BRAVELY TRYING TO BEAR UP UNDER THE STRAIN. HER MOTHER WAS NEARBY TRYING TO CHEER HER UP.

31. The newspaper reporter who wrote this item:

    1. showed sympathy for Patty

    2. took no position one way or another

    3. showed dislike of Patty

---

Part X. Validity of Sources

Some sources of information are much more dependable than others. In the questions below, select the most dependable source of information for each.

32. In a prize fight between Mohammed Ali and George Foreman, the best way to decide whether Foreman threw an illegal punch would be to:

    1. ask Mohammed Ali

    2. ask George Foreman's manager

    3. read a New York Times newspaper account

    4. look at a videotape replay

33. The best way to find out what Robert E. Lee was like would be to:

    1. read a novel about his life
    2. read about him in a newspaper from the time of the Civil War
    3. talk to his great grandson
    4. read his personal diary

34. The best way to find out about life in today's army would be to:

    1. read brochures about army life from the Defense Department
    2. listen to stories by your grandfather about his army days
    3. talk to your brother now serving in the army
    4. view a film about army life today

35. The best way to find out what happened in the war in Vietnam would be to:

    1. talk to people that lived in North and South Vietnam during the war
    2. read a speech by former President Johnson about the war
    3. read a novel about the war
    4. view a film about the war made by the U. S. Army

SOCIAL STUDIES BASIC SKILLS POST-TEST

GRADES NINE AND TEN - SPRING, 1977

(Do Not Write On This Test)

Part I. Identifying Central Issue

Read the following paragraphs. Select the main idea of each.

---

Life in the South before the Civil War was very difficult for most people. A few owned large and beautiful homes and lived very well. The rest of the people lived in small houses and cabins and struggled to make a living.

1. The main idea of the above paragraph is:

   1. Most people in the South before the Civil War were wealthy.

   2. Life in the South before the Civil War was unhappy.

   3. Life in the South before the Civil War was hard for most people.

   4. Not much is known of life in the South before the Civil War.

---

After 200 B.C., Rome was the strongest power in the Mediterranean world. Total Roman resources in men and money may not have been greater than those of the major Greek states, but Rome made far better use of its resources than any of its enemies. The citizens of Rome gave support in money and manpower while other countries used paid soldiers to fight for them.

2. The main idea of the above paragraph is:

   1. Rome was the richest country in resources in the Mediterranean world.

   2. Rome controlled all of the Mediterranean world.

   3. Rome was weaker than the Greek states but through good use of resources, held its own in the Mediterranean world.

   4. Rome depended on public support and good use of resources to make it strong.

Senator Dove today spoke in favor of Governor Battle, the Republican candidate for President of the United States. Dove gave these reasons for his support. Governor Battle is for cutting defense spending. He believes our country is too strong in military power. He wants U. S. troops brought home from overseas. Last, he wants to stop making new kinds of weapons such as the B1 bomber.

3. The main idea of the above paragraph is:

   1. Senator Dove supports Governor Battle because he wants fewer weapons.
   2. Senator Dove supports Governor Battle because he is a Republican.
   3. Senator Dove supports Governor Battle because of his position on U. S. military strength.
   4. Senator Dove supports Governor Battle because of his position on increasing defense spending.

---

Part II. Classifying Information

In the questions below, you must decide what the items have in common. Three of four items for each question are related. You must pick out the item that least belongs with the other three. Look at the example shown below.

1. cow
2. horse
3. bird
4. pig

The answer is 3., bird. It is the least related of the four.

---

4. 1. automatic rifle
   2. drill hammer
   3. power saw
   4. welding torch

---

5. 1. cities
   2. highways
   3. villages
   4. towns

---

6. 1. electrician
   2. carpenter
   3. policeman
   4. television repair man

---

7. 1. iron
   2. wheat
   3. aluminum
   4. coal

---

8. 1. Christian
   2. Republican
   3. Moslem
   4. Buddhist

---

Part III. Reading Tabular Data

Below is a table comparing the age of drivers with the percent held at fault in accidents. Answer the questions based on the tables.

| Age of Drivers | Percent Involved in Accidents | Percent Held at Fault |
|---|---|---|
| 16 | 15.3 | 10.4 |
| 17 | 6.8 | 4.1 |
| 18 | 5.5 | 3.5 |
| 19 | 4.7 | 2.8 |
| 20 | 4.2 | 2.5 |
| 21 | 4.2 | 2.5 |
| 22 | 4.5 | 2.6 |
| 23 | 4.2 | 2.1 |
| 24 | 4.0 | 2.2 |
| 25 | 3.4 | 1.8 |

9. The safest driving age for people aged 16 through 25 is age:
   1. 16
   2. 20
   3. 23
   4. 25

10. The person most likely to be considered at fault in an accident based on the tables would be someone age:
   1. 16
   2. 18
   3. 23
   4. 25

11. The best improvement in safe driving took place between the ages:
   1. 16-17
   2. 18-19
   3. 21-22
   4. 24-25

Part IV. Cartoon Interpretation

12. The above cartoon published in 1916 takes what position concerning voting rights for women?

    1. favors women voting  2. opposes women voting  3. takes no position one way or the other

13. The above cartoon published in 1912 shows Uncle Sam facing a figure representing the country of:

    1. France
    2. England
    3. Germany
    4. Columbia

14. The message of the cartoon is:

    1. The United States dug the Panama Canal and plans to keep it.
    2. The Panama Canal really does not belong to the U. S.
    3. Control of the Panama Canal should be shared by all countries.
    4. The United States stole the Panama Canal from other countries.

Part V. Reading a Ballot

Shown below is a very simple election ballot. Examine the questions and the ballot and then answer each question based on the ballot.

| | National | | County | | |
|---|---|---|---|---|---|
| Offices | U. S. Senate | U. S. House of Representatives | Sheriff | Board of Supervisors | |
| | (vote for one) | (vote for one) | (vote for one) | (vote for two) | |
| Democratic | William Spong | Jack Justice | | Lawrence Weber | Robert Jones |
| Republican | William Scott | Carl Clean | Earl Edwards | Henry Hawk | Colleen Barron |

15. If you want to vote for Scott for the Senate, can you also vote for Justice for the House of Representatives?

1. yes 2. no 3. don't know

16. Can you vote for both Jones and Barron for the Board of Supervisors?

1. yes 2. no 3. don't know

17. Can you vote for both Hawk and Barron for the Board of Supervisors?

1. yes 2. no 3. don't know

Part VI. Drawing Inferences

Read the paragraphs below. It is a description of the German takeover of the Rhineland in 1936 by an American reporter. There are several things you can figure out from the reading that not directly stated. Be careful not to take too much for granted. After reading each statement, if you think there is enough information in the paragraph to assume it is true, mark 1 for probably true. If there is enough information to assume it is probably false, mark 2 for probably false. If there is too little information to decide either way, mark 3 for not enough information.

---

Oh the stupidity or is it paralysis of the French! I learned today on absolute authority that the German troops which marched into the demilitarized zone of the Rhineland yesterday had strict orders to beat a hasty retreat if the French army opposed them in any way.

I called our London office to see what the British are going to do. They laughed and read me a few extracts from several London papers. The newspapers are delighted at Hitler's move. The German Foreign Office, here in Berlin, which kept open tonight to watch the reaction from Paris and London, is in high spirits. No wonder!

18. The French by a show of force could have kept the Rhineland.

    1. assumed true

    2. probably false

    3. not enough information

19. The French were not really liked by the British.

    1. assumed true

    2. probably false

    3. not enough information

20. Bluffing is a strategy of war and international politics.

    1. assumed true

    2. probably false

    3. not enough information

21. The author of the report admires the French leadership.

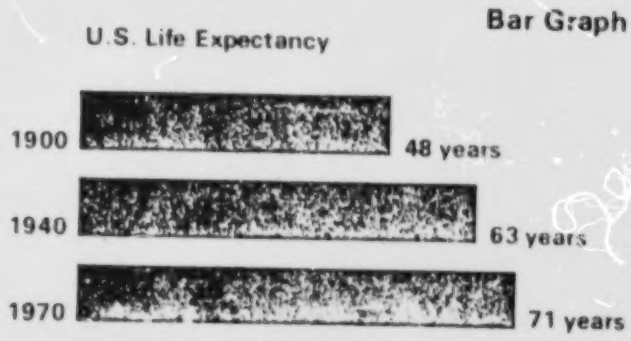
    1. assumed true

    2. probably false

    3. not enough information

Part VII. Graph Interpretation

Examine the bar graph below. Answer the questions below based on the graph.




22. The life expectancy (how long a person expects to live) in the United States in 1940 was:

    1. 48 years
    2. 63 years
    3. 71 years

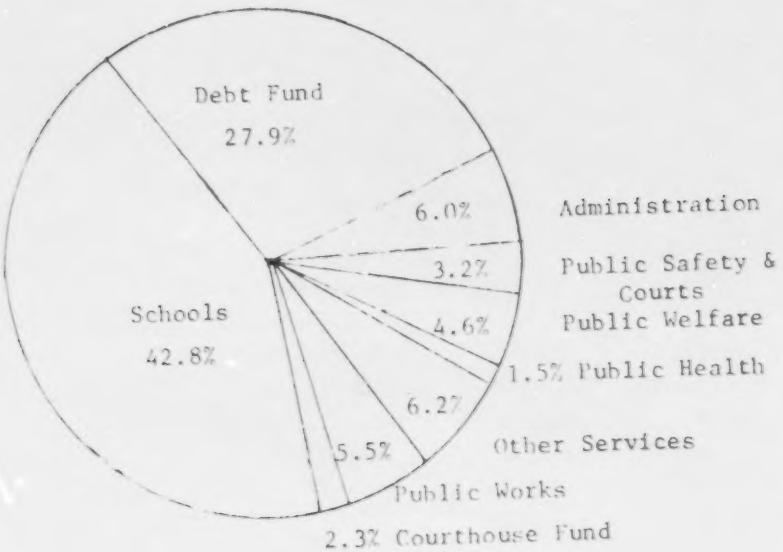
23. If living a long time is one way to measure how well you live, then the best time to have lived would be the year:

    1. 1900
    2. 1940
    3. 1970

24. If the change for life expectancy from 1900 to 1970 continues, a person living in 1990 compared to today will expect to:

    1. live longer
    2. live shorter
    3. live the same length of time

Examine the circle graph shown below. Answer the questions below based on the graph.




COUNTY BUDGET

25. The main concern of the county based on spending shown on the graph is;

    1. Schools
    2. Public Works
    3. Public Health
    4. Courthouse Fund

26. Of least concern to the county based on spending shown is:

    1. Debt Fund
    2. Public Safety and Courts
    3. Public Works
    4. Public Health

Part VIII. Validity of Sources

Some questions of information are much more dependable than others. In the questions below, select the most dependable source of information for each.

27. In a prize fight between Mohammed Ali and George Foreman, the best way to decide whether Foreman threw an illegal punch would be to:

    1. ask Mohammed Ali
    2. ask George Foreman's manager
    3. read a New York Times newspaper account
    4. look at a videotape replay

28. The best way to find out what General Robert E. Lee was like would be to:

    1. read a novel about his life
    2. read about him in a newspaper from the time of the Civil War
    3. talk to his great grandson
    4. read his personal diary

29. The best way to find out about life in today's army would be to:

    1. read brochures about army life from the Defense Department
    2. listen to stories by your grandfather about his army days
    3. talk to your brother now serving in the army
    4. view a film about army life today

30. The best way to find out the "truth" as to what happened in the war in Vietnam would be to:

    1. talk to people that lived in North and South Vietnam during the war
    2. read a speech by former President Johnson about the war
    3. read a novel about the war
    4. view a film about the war made by the U. S. Army

Part IX. Recognizing Point of View

Mark the answer that best shows the point of view of the author of the following paragraphs.

---

Life among the Negroes of Virginia in slavery times was generally happy. The Negroes went about in a cheerful manner making a living for themselves and for those for whom they worked.

31. The point of view of the author of the paragraph is:

1. friendly toward slavery
2. takes no position for or against slavery
3. unfriendly toward slavery

---

A Letter to the Editor

The Concorde airplane is a wonderful invention. It will allow a few wealthy businessmen to fly from London to New York in 3 hours and 20 minutes. Of course, it takes hours to get to and from the airport. Although it causes very loud takeoff noise, high fuel use, and damage to the air, it does give a few riders an exciting thrill. Yes, the American public is certainly fortunate to have the Concorde.

32. The author of the letter:

1. favors the Concorde being allowed to land in the United States.
2. opposes the Concorde being allowed to land in the United States.
3. doesn't care one way or the other about the Concorde landing in the United States.

---

LOS ANGELES TIMES THE TRIAL OF PATTY HEARST BEGAN TODAY. PATTY LOOKED VERY TIRED BUT SEEMED TO BE BRAVELY TRYING TO BEAR UP UNDER THE STRAIN. HER MOTHER WAS NEARBY TRYING TO CHEER HER UP.

33. The newspaper reporter who wrote this item:

1. showed sympathy for Patty
2. took no position one way or another concerning Patty
3. showed dislike of Patty.

The United States imperialists had been unable to prevent the victory of the people's revolution in Cuba in 1959-62. When the landing of Cuban counter-revolutionaries met with bloody failure in 1961, the anti-Communist hysteria in the United States led to preparation for an attack against socialist Cuba. Piratelike attacks against the Cuban coast increased. Subversives were parachuted from airplanes and Havana was shelled by artillery. The reactionary circles in the United States attempted to justify their planned aggression with the ridiculous assertion that Cuba threatened the security of the United States.

34. Based on the selection, which statement about the author is probably correct:

    1. he was probably on the side of the United States

    2. he probably disliked the United States

    3. he was a neutral observer

35. The author described the United States as:

    1. a friendly nation

    2. a warlike nation

    3. a peaceful nation

    4. a stupid nation

36. Which of the following terms in the above paragraph best indicates bias on the part of the author:

    1. "counter-revolutionaries"

    2. "threatened the security"

    3. "Socialist Cuba"

    4. "Piratelike attacks"

President Nixon defends the FBI "bugging" of telephones and newsmen as being in the national interest. Although the "bugging" broke the law, Nixon seems to believe the President of the United States is above the law of the land.

37. The author of the above paragraph:

    1. favors Nixon's actions

    2. dislikes Nixon's actions

    3. takes no side one way or the other

The Pilgrim settlement in Plymouth faced great hardships. The Pilgrim fathers faced many dangers. Often the Pilgrims had trouble finding food for their women, children and livestock. Many brave Pilgrims and their wives died in the early years of the colony.

38. In the above paragraph, the author:

1. treats women fairly
2. treats women unfairly
3. takes no position one way or the other.

---

Part X. Identifying Time Relationship

Below are shown four items, persons, or events for each question. Mark the number for the item that happened first in time of the four listed. For example:

1. son
2. father
3. great grandfather
4. grandfather

The answer would be 3., great grandfather since he was the first of the four in time.

---

39. 1. stone axe
2. bow and arrow
3. gun
4. tank

---

40. 1. Beginning of Christianity
2. Fall of the Roman Empire
3. Invention of the Printing Press
4. Building of the Pyramids of Egypt

---

41. 1. Napoleon Bonaparte
2. Winston Churchill
3. Bismarck
4. Karl Marx

SOCIAL STUDIES BASIC SKILLS POST-TEST

GRADES ELEVEN AND TWELVE - SPRING, 1977

(Do Not Write On This Test)

Part I. Identifying Central Issue

Read the following paragraphs. Select the main idea of each.

---

After 200 B.C., Rome was the strongest power in the Mediterranean world. Total Roman resources in men and money may not have been greater than those of the major Greek states, but Rome made far better use of its resources than any of its enemies. The citizens of Rome gave support in money and manpower while other countries used paid soldiers to fight for them.

1. The main idea of the above paragraph is:

    1. Rome was the richest country in resources in the Mediterranean world.

    2. Rome controlled all of the Mediterranean world.

    3. Rome was weaker than the Greek states but through good use of resources, held its own in the Mediterranean world.

    4. Rome depended on public support and good use of resources to make it strong.

---

Unfortunately, equality in the United States in the 1940's was still only an ideal. Swedish sociologist Gunnar Myrdal pointed out that although Americans believe in equality in principle, they have always been reluctant to practice it. Many Americans read Myrdal's book, nodded in agreement, and did nothing to help change the status of Negroes in the United States. Apparently most Americans could live with this contradictory situation as comfortably in the 1940's as their ancestors had lived with it for the century and half preceeding.

2. The main idea of the above paragraph is:

    1. Negroes in America have had great difficulty in achieving equality with whites.

    2. Americans claimed to value equality but didn't practice it.

    3. Americans in the 1940's made progress in achieving equality for all people.

    4. Equality for Negroes was a value supported in practice by most Americans in the 1940's.

Senator Dove today spoke in favor of Governor Battle, the Republican candidate for President of the United States. Dove gave these reasons for his support. Governor Battle is for cutting defense spending. He believes our country is too strong in military power. He wants U. S. troops brought home from overseas. Last, he wants to stop making new kinds of weapons such as the B1 bomber.

3. The main idea of the above paragraph is:

   1. Senator Dove supports Governor Battle because he wants fewer weapons.
   2. Senator Dove supports Governor Battle because he is a Republican.
   3. Senator Dove supports Governor Battle because of his position on U. S. military strength.
   4. Senator Dove supports Governor Battle because of his position on increasing defense spending.

---

Part II. Classifying Information

In the questions below, you must decide what the items have in common. Three of four items for each question are related. You must pick out the item that least belongs with the other three. Look at the example shown below.

1. cow
2. horse
3. bird
4. pig

The answer is 3., bird. It is the least related of the four.

---

4. 1. automatic rifle
   2. drill hammer
   3. power saw
   4. welding torch

---

5. 1. electrician
   2. carpenter
   3. policeman
   4. television repair man

---

6. 1. Christian
   2. Republican
   3. Moslem
   4. Buddhist

---

7. 1. United States Congress
   2. Virginia Supreme Court of Appeals
   3. Virginia General Assembly
   4. Chesterfield County Board of Supervisors

---

8. 1. the right to vote movement for women
   2. the temperance movement
   3. the black civil rights movement
   4. the gay liberation movement

Part III. Reading Tabular Data

Below is a table comparing the age of drivers with the percent held at fault in accidents. Answer the questions based on the tables.

| Age of Drivers | Percent Involved in Accidents | Percent Held at Fault |
|---|---|---|
| 16 | 15.3 | 10.4 |
| 17 | 6.8 | 4.1 |
| 18 | 5.5 | 3.5 |
| 19 | 4.7 | 2.8 |
| 20 | 4.2 | 2.5 |
| 21 | 4.2 | 2.5 |
| 22 | 4.5 | 2.6 |
| 23 | 4.2 | 2.1 |
| 24 | 4.0 | 2.2 |
| 25 | 3.4 | 1.8 |

9. The safest driving age for people aged 16 through 25 is age:
   1. 16
   2. 20
   3. 23
   4. 25

10. The person most likely to be considered at fault in an accident based on the tables would be someone age:
   1. 16
   2. 18
   3. 23
   4. 25

11. The best improvement in safe driving took place between the ages:
   1. 16-17
   2. 18-19
   3. 21-22
   4. 24-25

Part IV. Cartoon Interpretation

12. The above cartoon published in 1916 takes what position concerning voting rights for women?

1. favors women voting 2. opposes women voting 3. takes no position one way or the other

13. The above cartoon published in 1912 shows Uncle Sam facing a figure representing the country of:

1. France
2. England
3. Germany
4. Columbia

14. The message of the cartoon is:

1. The United States dug the Panama Canal and plans to keep it.
2. The Panama Canal really does not belong to the U. S.
3. Control of the Panama Canal should be shared by all countries.
4. The United States stole the Panama Canal from other countries.

Part V. Reading a Ballot

Shown below is a very simple election ballot. Examine the questions and the ballot and then answer each question based on the ballot.

| | National | | County | | |
|---|---|---|---|---|---|
| Offices | U. S. Senate | U. S. House of Representatives | Sheriff | Board of Supervisors | |
| | (vote for one) | (vote for one) | (vote for one) | (vote for two) | |
| Democratic | William Spong | Jack Justice | | Lawrence Weber | Robert Jones |
| Republican | William Scott | Carl Clean | Earl Edwards | Henry Hawk | Colleen Barron |

15. If you want to vote for Scott for the Senate, can you also vote for Justice for the House of Representatives?

1. yes 2. no 3. don't know

16. Can you vote for both Jones and Barron for the Board of Supervisors?

1. yes 2. no 3. don't know

17. Can you vote for both Hawk and Barron for the Board of Supervisors?

1. yes 2. no 3. don't know

Part VI. Drawing Inferences

Read the paragraphs below. It is a description of the German takeover of the Rhineland in 1936 by an American reporter. There are several things you can figure out from the reading that not directly stated. Be careful not to take too much for granted. After reading each statement, if you think there is enough information in the paragraph to assume it is true, mark 1 for probably true. If there is enough information to assume it is probably false, mark 2 for probably false. If there is too little information to decide either way, mark 3 for not enough information.

---

Oh the stupidity or is it paralysis of the French! I learned today on absolute authority that the German troops which marched into the demilitarized zone of the Rhineland yesterday had strict orders to beat a hasty retreat if the French army opposed them in any way.

I called our London office to see what the British are going to do. They laughed and read me a few extracts from several London papers. The newspapers are delighted at Hitler's move. The German Foreign Office, here in Berlin, which kept open tonight to watch the reaction from Paris and London, is in high spirits. No wonder!

18. The French by a show of force could have kept the Rhineland.

    1. assumed true

    2. probably false

    3. not enough information

19. The French were not really liked by the British.

    1. assumed true

    2. probably false

    3. not enough information

20. Bluffing is a strategy of war and international politics.

    1. assumed true

    2. probably false

    3. not enough information

21. The author of the report admires the French leadership.

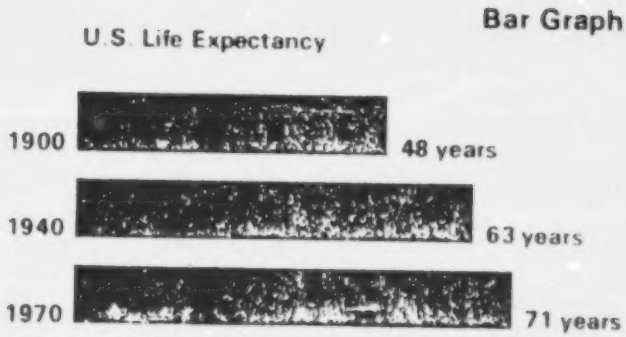
    1. assumed true

    2. probably false

    3. not enough information

Part VII. Graph Interpretation

Examine the bar graph below. Answer the questions below based on the graph.




22. The life expectancy (how long a person expects to live) in the United States in 1940 was:

    1. 48 years
    2. 63 years
    3. 71 years

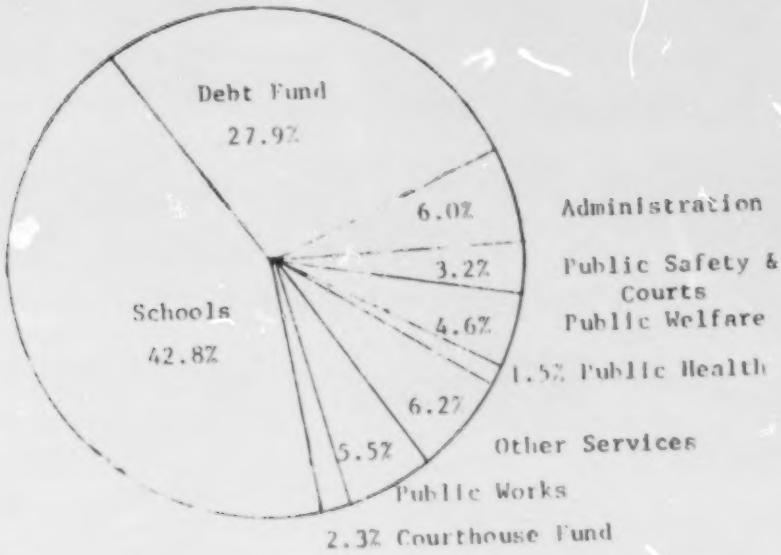
23. If living a long time is one way to measure how well you live, then the best time to have lived would be the year:

    1. 1900
    2. 1940
    3. 1970

24. If the change for life expectancy from 1900 to 1970 continues, a person living in 1990 compared to today will expect to:

    1. live longer
    2. live shorter
    3. live the same length of time

Examine the circle graph shown below. Answer the questions below based on the graph.




COUNTY BUDGET

25. The main concern of the county based on spending shown on the graph is;

    1. Schools
    2. Public Works
    3. Public Health
    4. Courthouse Fund

26. Of least concern to the county based on spending shown is:

    1. Debt Fund
    2. Public Safety and Courts
    3. Public Works
    4. Public Health

Part VIII. Validity of Sources

Some questions of information are much more dependable than others. In the questions below, select the most dependable source of information for each.

27. In a prize fight between Mohammed Ali and George Foreman, the best way to decide whether Foreman threw an illegal punch would be to:

    1. ask Mohammed Ali
    2. ask George Foreman's manager
    3. read a New York Times newspaper account
    4. look at a videotape replay

28. The best way to find out what General Robert E. Lee was like would be to:

    1. read a novel about his life
    2. read about him in a newspaper from the time of the Civil War
    3. talk to his great grandson
    4. read his personal diary

29. The best way to find out about life in today's army would be to:

    1. read brochures about army life from the Defense Department
    2. listen to stories by your grandfather about his army days
    3. talk to your brother now serving in the army
    4. view a film about army life today

30. The best way to find out the "truth" as to what happened in the war in Vietnam would be to:

    1. talk to people that lived in North and South Vietnam during the war
    2. read a speech by former President Johnson about the war
    3. read a novel about the war
    4. view a film about the war made by the U. S. Army

Part IX. Recognizing Point of View

Mark the answer that best shows the point of view of the author of the following paragraphs.

---

Life among the Negroes of Virginia in slavery times was generally happy. The Negroes went about in a cheerful manner making a living for themselves and for those for whom they worked.

31. The point of view of the author of the paragraph is:

1. friendly toward slavery
2. takes no position for or against slavery
3. unfriendly toward slavery

---

A Letter to the Editor

The Concorde airplane is a wonderful invention. It will allow a few wealthy businessmen to fly from London to New York in 3 hours and 20 minutes. Of course, it takes hours to get to and from the airport. Although it causes very loud takeoff noise, high fuel use, and damage to the air, it does give a few riders an exciting thrill. Yes, the American public is certainly fortunate to have the Concorde.

32. The author of the letter:

1. favors the Concorde being allowed to land in the United States.
2. opposes the Concorde being allowed to land in the United States.
3. doesn't care one way or the other about the Concorde landing in the United States.

---

LOS ANGELES TIMES THE TRIAL OF PATTY HEARST BEGAN TODAY. PATTY LOOKED VERY TIRED BUT SEEMED TO BE BRAVELY TRYING TO BEAR UP UNDER THE STRAIN. HER MOTHER WAS NEARBY TRYING TO CHEER HER UP.

33. The newspaper reporter who wrote this item:

1. showed sympathy for Patty
2. took no position one way or another concerning Patty
3. showed dislike of Patty.

The United States imperialists had been unable to prevent the victory of the people's revolution in Cuba in 1959-62. When the landing of Cuban counter-revolutionaries met with bloody failure in 1961, the anti-Communist hysteria in the United States led to preparation for an attack against socialist Cuba. Piratelike attacks against the Cuban coast increased. Subversives were parachuted from airplanes and Havana was shelled by artillery. The reactionary circles in the United States attempted to justify their planned aggression with the ridiculous assertion that Cuba threatened the security of the United States.

34. Based on the selection, which statement about the author is probably correct:

    1. he was probably on the side of the United States

    2. he probably disliked the United States

    3. he was a neutral observer

35. The author described the United States as:

    1. a friendly nation

    2. a warlike nation

    3. a peaceful nation

    4. a stupid nation

36. Which of the following terms in the above paragraph best indicates bias on the part of the author:

    1. "counter-revolutionaries"

    2. "threatened the security"

    3. "Socialist Cuba"

    4. "Piratelike attacks"

President Nixon defends the FBI "bugging" of telephones and newsmen as being in the national interest. Although the "bugging" broke the law, Nixon seems to believe the President of the United States is above the law of the land.

37. The author of the above paragraph:

    1. favors Nixon's actions

    2. dislikes Nixon's actions

    3. takes no side one way or the other

The Pilgrim settlement in Plymouth encountered great hardships. The Pilgrim fathers faced many dangers. Often the Pilgrims had trouble finding food for their women, children and livestock. Many brave Pilgrims and their wives died in the early years of the colony.

38. In the above paragraph, the author:

1. treats women fairly
2. treats women unfairly
3. takes no position one way or the other.

---

Part X. Identifying Time Relationship

Below are shown four items, persons, or events for each question. Mark the number for the item that happened first in time of the four listed. For example:

1. son
2. father
3. great grandfather
4. grandfather

The answer would be 3., great grandfather since he was the first of the four in time.

---

39. 1. stone axe
2. bow and arrow
3. gun
4. tank

---

40. 1. The "Gold Rush"
2. The completion of the Transcontinental Railway
3. The completion of the Panama Canal
4. The first airplane flight

---

41. 1. the Mexican War
2. the Civil War
3. World War I
4. the Spanish American War

---

42. 1. The Great Depression
2. The Progressive Era
3. Reconstruction
4. the Roaring Twenties

---

SOCIAL STUDIES SKILLS PRE-TEST
SEVENTH-EIGHTH GRADE LEVEL
ANSWER KEY

| | | |
|---|---|---|
| 1. 4 | 13. 2 | 25. 1 |
| 2. 1 | 14. 2 | 26. 1 |
| 3. 3 | 15. 1 | 27. 1 |
| 4. 3 | 16. 2 | 28. 1 |
| 5. 1 | 17. 3 | 29. 2 |
| 6. 1 | 18. 3 | 30. 2 |
| 7. 2 | 19. 3 | 31. 1 |
| 8. 3 | 20. 4 | 32. 3 |
| 9. 1 | 21. 2 | 33. 4 |
| 10. 1 | 22. 3 | 34. 2 |
| 11. 1 | 23. 1 | 35. 3 |
| 12. 2 | 24. 1 | |

SOCIAL STUDIES SKILLS PRE-TEST
NINTH-TENTH GRADE LEVEL
ANSWER KEY

1. 4
2. 2
3. 3
4. 4
5. 2
6. 3
7. 1
8. 1
9. 1
10. 2
11. 2
12. 1
13. 2
14. 3
15. 1
16. 1
17. 1
18. 1
19. 1
20. 3
21. 1
22. 2
23. 1
24. 2
25. 1
26. 4
27. 3
28. 4
29. 2
30. 3
31. 1
32. 2
33. 1
34. 2
35. 2
36. 2
37. 1
38. 2
39. 3
40. 1
41. 1

SOCIAL STUDIES SKILLS PRE-TEST
ELEVENTH-TWELFTH GRADE LEVEL
ANSWER KEY

| | | |
|---|---|---|
| 1. 2 | 16. 1 | 31. 3 |
| 2. 3 | 17. 1 | 32. 1 |
| 3. 3 | 18. 1 | 33. 2 |
| 4. 4 | 19. 3 | 34. 1 |
| 5. 3 | 20. 3 | 35. 2 |
| 6. 1 | 21. 1 | 36. 2 |
| 7. 4 | 22. 3 | 37. 2 |
| 8. 2 | 23. 2 | 38. 1 |
| 9. 1 | 24. 1 | 39. 2 |
| 10. 2 | 25. 2 | 40. 3 |
| 11. 2 | 26. 1 | 41. 4 |
| 12. 1 | 27. 4 | 42. 1 |
| 13. 2 | 28. 3 | 43. 1 |
| 14. 3 | 29. 4 | |
| 15. 1 | 30. 2 | |

E GRADE LEVEL 7-8

V P I & S U

LEARNING RESOURCES CENTER

USE NO. 2 PENCIL

WRONG 1 ① ② ③ ④ ⑤

WRONG 2 ① ② ③ ④ ⑤

WRONG 3 ① ② ③ ④ ⑤

RIGHT 4 ① ● ③ ④ ⑤

RSE POST TEST KEY — DATE — —

NO. INSTR. NO. SEC. NO.

THE DIGITS IN YOUR ID NUMBER, WRITE YOUR ID NUMBER IN BLANKS AND FILL IN CORRESPONDING CIRCLE. 2. IF REQUESTED BY INSTRUCTOR, WRITE IN TEST FORM, SEAT NUMBER AND GROUP NUMBER BELOW. BLACKEN CORRESPONDING NUMBERED CIRCLES.

ID NUMBER

DO NOT WRITE ON THE BACK OF THIS SHEET.

TEST FORM

SEAT NO.

GROUP NO.

PLEDGE

1 ① ② ③ ④ ⑤
2 ① ② ③ ④ ⑤
3 ① ② ③ ④ ⑤
4 ① ② ③ ④ ⑤
5 ① ② ③ ④ ⑤
6 ① ② ③ ④ ⑤
7 ① ② ③ ④ ⑤
8 ① ② ③ ④ ⑤
9 ① ② ③ ④ ⑤
10 ① ② ③ ④ ⑤
11 ① ② ③ ④ ⑤
12 ① ② ③ ④ ⑤
13 ① ② ③ ④ ⑤
14 ① ② ③ ④ ⑤
15 ① ② ③ ④ ⑤
16 ① ② ③ ④ ⑤
17 ① ② ③ ④ ⑤
18 ① ② ③ ④ ⑤
19 ① ② ③ ④ ⑤
20 ① ② ③ ④ ⑤
21 ① ② ③ ④ ⑤
22 ① ② ③ ④ ⑤
23 ① ② ③ ④ ⑤
24 ① ② ③ ④ ⑤
25 ① ② ③ ④ ⑤
26 ① ② ③ ④ ⑤
27 ① ② ③ ④ ⑤
28 ① ② ③ ④ ⑤
29 ① ② ③ ④ ⑤
30 ① ② ③ ④ ⑤
31 ① ② ③ ④ ⑤
32 ① ② ③ ④ ⑤
33 ① ② ③ ④ ⑤
34 ① ② ③ ④ ⑤
35 ① ② ③ ④ ⑤
36 ① ② ③ ④ ⑤
37 ① ② ③ ④ ⑤
38 ① ② ③ ④ ⑤
39 ① ② ③ ④ ⑤
40 ① ② ③ ④ ⑤
41 ① ② ③ ④ ⑤
42 ① ② ③ ④ ⑤
43 ① ② ③ ④ ⑤
44 ① ② ③ ④ ⑤
45 ① ② ③ ④ ⑤
46 ① ② ③ ④ ⑤
47 ① ② ③ ④ ⑤
48 ① ② ③ ④ ⑤
49 ① ② ③ ④ ⑤
50 ① ② ③ ④ ⑤
51 ① ② ③ ④ ⑤
52 ① ② ③ ④ ⑤
53 ① ② ③ ④ ⑤
54 ① ② ③ ④ ⑤
55 ① ② ③ ④ ⑤
56 ① ② ③ ④ ⑤
57 ① ② ③ ④ ⑤
58 ① ② ③ ④ ⑤
59 ① ② ③ ④ ⑤
60 ① ② ③ ④ ⑤
61 ① ② ③ ④ ⑤
62 ① ② ③ ④ ⑤
63 ① ② ③ ④ ⑤
64 ① ② ③ ④ ⑤
65 ① ② ③ ④ ⑤
66 ① ② ③ ④ ⑤
67 ① ② ③ ④ ⑤
68 ① ② ③ ④ ⑤
69 ① ② ③ ④ ⑤
70 ① ② ③ ④ ⑤
71 ① ② ③ ④ ⑤
72 ① ② ③ ④ ⑤
73 ① ② ③ ④ ⑤
74 ① ② ③ ④ ⑤
75 ① ② ③ ④ ⑤
76 ① ② ③ ④ ⑤
77 ① ② ③ ④ ⑤
78 ① ② ③ ④ ⑤
79 ① ② ③ ④ ⑤
80 ① ② ③ ④ ⑤
81 ① ② ③ ④ ⑤
82 ① ② ③ ④ ⑤
83 ① ② ③ ④ ⑤
84 ① ② ③ ④ ⑤
85 ① ② ③ ④ ⑤
86 ① ② ③ ④ ⑤
87 ① ② ③ ④ ⑤
88 ① ② ③ ④ ⑤
89 ① ② ③ ④ ⑤
90 ① ② ③ ④ ⑤
91 ① ② ③ ④ ⑤
92 ① ② ③ ④ ⑤
93 ① ② ③ ④ ⑤
94 ① ② ③ ④ ⑤
95 ① ② ③ ④ ⑤
96 ① ② ③ ④ ⑤
97 ① ② ③ ④ ⑤
98 ① ② ③ ④ ⑤
99 ① ② ③ ④ ⑤
100 ① ② ③ ④ ⑤

101 ① ② ③ ④ ⑤
102 ① ② ③ ④ ⑤
103 ① ② ③ ④ ⑤
104 ① ② ③ ④ ⑤
105 ① ② ③ ④ ⑤
106 ① ② ③ ④ ⑤
107 ① ② ③ ④ ⑤
108 ① ② ③ ④ ⑤
109 ① ② ③ ④ ⑤
110 ① ② ③ ④ ⑤
111 ① ② ③ ④ ⑤
112 ① ② ③ ④ ⑤
113 ① ② ③ ④ ⑤
114 ① ② ③ ④ ⑤
115 ① ② ③ ④ ⑤
116 ① ② ③ ④ ⑤
117 ① ② ③ ④ ⑤
118 ① ② ③ ④ ⑤
119 ① ② ③ ④ ⑤
120 ① ② ③ ④ ⑤
121 ① ② ③ ④ ⑤
122 ① ② ③ ④ ⑤
123 ① ② ③ ④ ⑤
124 ① ② ③ ④ ⑤
125 ① ② ③ ④ ⑤
126 ① ② ③ ④ ⑤
127 ① ② ③ ④ ⑤
128 ① ② ③ ④ ⑤
129 ① ② ③ ④ ⑤
130 ① ② ③ ④ ⑤
131 ① ② ③ ④ ⑤
132 ① ② ③ ④ ⑤
133 ① ② ③ ④ ⑤
134 ① ② ③ ④ ⑤
135 ① ② ③ ④ ⑤
136 ① ② ③ ④ ⑤
137 ① ② ③ ④ ⑤
138 ① ② ③ ④ ⑤
139 ① ② ③ ④ ⑤
140 ① ② ③ ④ ⑤
141 ① ② ③ ④ ⑤
142 ① ② ③ ④ ⑤
143 ① ② ③ ④ ⑤
144 ① ② ③ ④ ⑤
145 ① ② ③ ④ ⑤
146 ① ② ③ ④ ⑤
147 ① ② ③ ④ ⑤
148 ① ② ③ ④ ⑤
149 ① ② ③ ④ ⑤
150 ① ② ③ ④ ⑤

V P I & S U

LEARNING RESOURCES CENTER

USE NO. 2 PENCIL

WRONG 1 ① ② ③ ④ ⑤

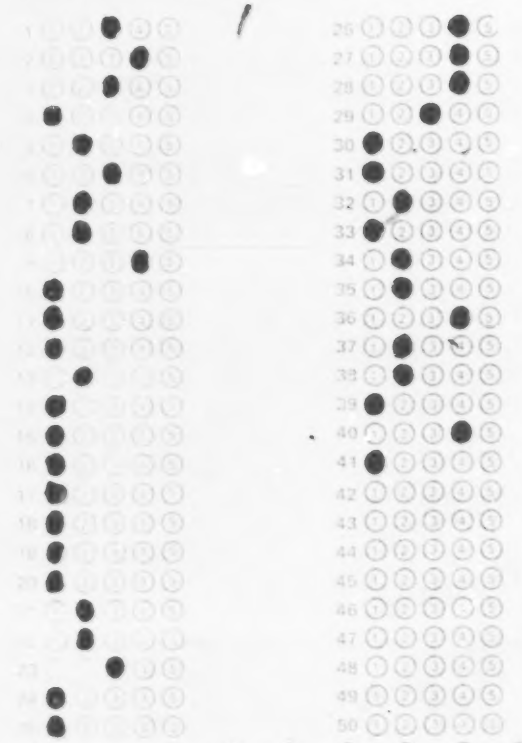
WRONG 2 ① ② ③ ④ ⑤

WRONG 3 ① ② ③ ④ ⑤

RIGHT 4 ① ● ③ ④ ⑤

NAME GRADE LEVEL 9-10

COURSE POST TEST KEY — DATE — —



GRADE LEVEL 11-12

POST TEST KEY

V P I & S U

LEARNING RESOURCES CENTER

DATE

USE NO. 2 PENCIL

WRONG 1 ① ② ③ ④ ⑤

WRONG 2 ① ② ③ ④ ⑤

WRONG 3 ① ② ③ ④ ⑤

RIGHT 4 ① ● ③ ④ ⑤

ID NUMBER

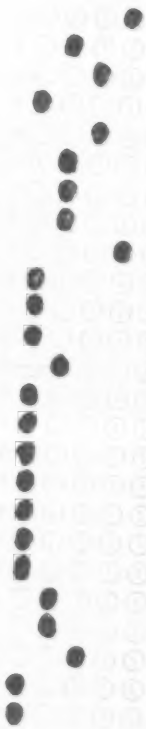
DO NOT WRITE ON THE BACK OF THIS SHEET

TEST FORM

SEAT NO.

GROUP NO.

PLEDGE



# A P P E N D I X 2

Report of Skills Testing Results to Teachers of Students in Experimental Groups

and

Pre-test Results for the Control Groups

COLLEGE OF EDUCATION

VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY

*Blacksburg, Virginia* 24061

DIVISION OF CURRICULUM AND INSTRUCTION

January 5, 1977

MEMORANDUM

TO: Fairfax County Schools

FROM: Dr. Dan B. Fleming and Dr. Larry J. Weber

RE: Social Studies Basic Skills Pretest Results

The attached report summarizes performance of students in the Fairfax County School System on the Social Studies Basic Skills (SSBS) pretest administered by teachers in the Fairfax County Schools during the fall, 1976 term. Information contained in the report will be helpful to instructional personnel of experimental group students who are associated with the SSBS project by providing specific data about student proficiency in the various categories of the test.

The tests developed for the SSBS project are considered criterion referenced (CR) tests. CR tests are mastery oriented, which means that the performance level of students is compared to a pre set criterion level and not to the performance of other students, or norm groups, as in the case of typical standardized testing situations used widely by school systems throughout the country.

On the accompanying pages are instructions for using the performance information to upgrade student skills in social studies. For CR tests, mastery level frequently is established in the 60-80% range. In any area where the performance level is 80% or above, students in your system are performing at a satisfactory level; in areas where performance ranges from 60-79%, performance is marginal; in areas where performance is below 60%, performance is unsatisfactory. The following table gives the summary results of students in the Fairfax County Schools by grade level and by subtest. Attention by teachers to areas where students scored in the marginal and unsatisfactory categories hopefully will prove fruitful by the time of post testing in the spring.

/vcl

Attachment

Table 1
Summary Performance
of
Fairfax School Students (Experimental)
on
Subtests of the Social Studies Basic Skills Pretests

Grade Level 7-8

Satisfactory (above 80%):

Subtest I - Identifying Central Issue
Subtest III - Cartoon Interpretation
Subtest IV - Reading Tabular Data
Subtest V - Graph Interpretation
Subtest VII - Classifying Information

Marginal (60-79%):

Subtest II - Drawing Inferences
Subtest VI - Identifying Time Relationship
Subtest X - Validity of Sources

Unsatisfactory (below 60%):

Subtest VIII- Reading a Ballot
Subtest IX - Recognizing Point of View

Grade Level 9-10

Satisfactory (above 80%):

Subtest III - Reading Tabular Data
Subtest VII - Graph Interpretation
Subtest VIII- Validity of Sources

Marginal (60-79%):

Subtest I - Identifying Central Issue
Subtest II - Classifying Information
Subtest V - Reading a Ballot
Subtest X - Identifying Time Relationship

Unsatisfactory (below 60%):

Subtest IV - Cartoon Interpretation
Subtest VI - Drawing Inferences
Subtest IX - Recognizing Point of View

Grade Level 11-12

Satisfactory (above 80%):

Subtest III - Reading Tabular Data
Subtest V - Reading a Ballot
Subtest VII - Graph Interpretation
Subtest VIII- Validity of Sources
Subtest X - Identifying Time Relationship

Marginal (60-79%):

Subtest I - Identifying Central Issue
Subtest II - Classifying Information
Subtest IV - Cartoon Interpretation

Unsatisfactory (below 60%):

Subtest VI - Drawing Inferences
Subtest IX - Recognizing Point of View

Grade Level 7-8

Instructions for Using Test Results

The purpose of the Social Studies Basic Skill (SSBS) Test is to measure the level of proficiency of secondary school students in areas of social studies that are considered important. Recently students in Fairfax were administered the SSBS test as part of a project to upgrade skills. Results of their performance are included in this set of instructions so that they can be used for diagnostic purposes in individual classrooms. Materials that will assist experimental group teachers in this purpose are:

1) Test Statistics- Data depicting the achievement levels of students for each item in the test and for each major social study basic skill area.

2) Social Study Basic Skills Test - Copies of which were distributed to you during the test administration period.

3) The Test Key

4) Student Answer Sheets

In addition to summary data contained in Table I, information on how your students performed on each of the Subtest Areas is contained in the test statistics sheets which follow these instructions. For example look at the sheet for grades 7-8. On Subtest I, Identifying Central Issue, students in grades 7-8 performed at the 84% level; on Subtest II, Drawing Inferences, they performed at the 61% level; on Subtest VIII, Reading a Ballot, they performed at the 58% level. The evaluators suggest that the following criteria be applied when judging performance about skill areas.

80% and Above - Satisfactory performance
60-79% - Marginal performance
Below 60% - Unsatisfactory performance

Individual school system or teachers may decide which skill areas warrant remedial attention, i.e., those where performance is marginal or those where performance is unsatisfactory. However, it would appear wise if attention could be given to all skill areas where performance is below 80%.

Clues which can assist in raising the level of performance for a skill area can be obtained by examining the performance on individual test items within an area. For example performance level of 7-8 grade students on the Identifying Central Issue Subtest was 84%. However, performance on specific items were as follows:

Item 1 - 99%
Item 2 - 84%
Item 3 - 52%

It appears that students' performance on material tested by item 1 and 2 are satisfactory; and that attention should be directed toward material tested by item 3.

Grade Level 9-10

Instruction for Using Test Results

The purpose of the Social Studies Basic Skill (SSBS) Test is to measure the level of proficiency of secondary school students in areas of social studies that are considered important. Recently, students in Fairfax were administered the SSBS test as part of a project to upgrade skills. Results of their performance are included in this set of instructions so that they can be used for diagnostic purposes in individual classrooms. Materials that will assist experimental group teachers in this purpose are:

1) Test Statistics - Data depicting the achievement levels of students for each item in the test and for each major social study basic skill area.

2) Social Study Basic Skills Test - Copies of which are distributed to you during the test administration period.

3) The Test Key

4) Student Answer Sheets

In addition to summary data contained in Table I, information on how your students performed on each of the Subtest Areas is in contained the test statistics sheets which follow these instructions. For example look at the sheet for grades 9-10. On Subtest I, Identifying Central Issue, students in grades 9-10 performed at the 74% level; on Subtest III, Reading Tabular Data, they performed at the 91% level; on Subtest IV, Cartoon Interpretation, they performed at the 56% level. The evaluators suggest that the following criteria be applied when judging performance about skill areas.

80% and Above - Satisfactory performance
60-79% - Marginal performance
Below 60% - Unsatisfactory performance

Individual school system or teachers may decide which skill areas warrant remedial attention, i.e., those where performance is marginal or those where performance is unsatisfactory. However, it would appear wise if attention could be given to all skill areas where performance is below 80%.

Clues which can assist in raising the level of performance for a skill area can be obtained by examining the performance on individual test items within an area. For example the performance level of 9-10 grade students on the Identifying Central Issue was 74%. However, performance on specific items were as follows:

Item 1 - 97%
Item 2 - 36%
Item 3 - 89%

It appears that students' performance on material tested by item 1 and 3 are satisfactory; and that attention should be directed toward materials tested by item 2.

Grade 11-12

Instructions for Using Test Results

The purpose of the Social Studies Basic Skill (SSBS) Test is to measure the level of proficiency of secondary school students in areas of social studies that are considered important. Recently students in Fairfax were administered the SSBS test as part of a project to upgrade skills. Results of their performance are included in this set of instructions so that they can be used for diagnostic purposes in individual classrooms. Materials that will assist experimental group teachers in this purpose are:

1) Test Statistics - Data depicting the achievement levels of students for each item in the test and for each major social study basic skill area.

2) Social Study Basic Skills Test - Copies of which were distributed to you during the test administration period.

3) The Test Key

4) Student Answer Sheets

In addition to summary data contained in Table I, information on how your students performed on each of the Subtest Areas is contained in the test statistics sheets which follow these instructions. For example look at the sheet for grades 11-12. On Subtest I, Identifying Central Issue, students in grades 11-12 performed at the 75% level; on Subtest III, Reading Tabular Data, they performed at the 91% level; on Subtest VI, Drawing Inferences and Reading for Information, they performed at the 41% level. The evaluators suggest that the following criteria be applied when judging performance about skill areas.

80% and Above - Satisfactory performance
60-79% - Marginal performance
Below 60% - Unsatisfactory performance

Individual school system or teachers may decide which skill areas warrant remedial attention, i.e., those where performance is marginal or those where performance is unsatisfactory. However, it would appear wise if attention could be given to all skill areas where performance is below 80%.

Clues which can assist in raising the level of performance for a skill area can be obtained by examining the performance on individual test items within an area. For example the performance level of 11-12 grade students on the Identifying Central Issue Subtest was 75%. However, performance on specific items were as follows:

Item 1 - 49%
Item 2 - 87%
Item 3 - 89%

It appears that students' performance on material tested by items 2 and 3 are satisfactory; and that attention should be directed toward material tested by item 1.

DIRECTIONS

Proceed through each of the Subtest areas in the manner described on previous page. Give attention to all skill areas where performance is below 80% and to any question where performance is below 80%.

As an aid in assisting you with your task it might be wise to distribute copies of the SSBS test and answer sheets to each experimental group student. Keys are attached to the sets of answer sheets for teacher use. Read the correct answers to the class so that students might note their individual errors. This procedure should assist students by providing feedback on obvious errors. However, in order to obtain maximum benefit from the test, time should be devoted to developing the skills tested by the SSBS test. One way is to discuss test items with the class while they are correcting their papers. Such discussion should surface problems that students experienced in specific skill areas. No doubt some debate may arise concerning the correctness of an answer. With this information instructional activities which are designed to help students overcome their difficulties can be implemented.

Our wishes of best of luck to you. We hope your endeavors and ours will lead to a more successful social studies curriculum.

Fairfax County Schools

TEST STATISTICS

Group: Grades 7-8 Experimental

| Total Test Statistics | |
|---|---|
| Number of total students | 231 |
| Mean score | 24.97 |
| SD | 5.25 |
| Reliability | 0.83 |

Subtest Achievement Levels

Subtest I - Identifying Central Issue

| Items | % Achievement Level |
|---|---|
| 1 | 99 |
| 2 | 84 |
| 3 | 68 |
| Total 1-3 | 84 |

Subtest II - Drawing Inferences

| | |
|---|---|
| 4 | 58 |
| 5 | 79 |
| 6 | 45 |
| Total 4-6 | 61 |

Subtest III - Cartoon Interpretation

| | |
|---|---|
| 7 | 95 |
| 8 | 79 |
| 9 | 82 |
| 10 | 93 |
| Total 7-10 | 87 |

Subtest IV - Reading Tabular Data

| Items | % Achievement Level |
|---|---|
| 11 | 78 |
| 12 | 90 |
| 13 | 85 |
| Total 11-13 | 84 |

Subtest V - Graph Interpretation

| | |
|---|---|
| 14 | 97 |
| 15 | 83 |
| 16 | 90 |
| Total 14-16 | 90 |

Subtest VI - Identifying Time Relationship

| | |
|---|---|
| 17 | 84 |
| 18 | 86 |
| 19 | 62 |
| Total 17-19 | 77 |

Subtest VII - Classifying Information

| | |
|---|---|
| 20 | 80 |
| 21 | 87 |
| 22 | 62 |
| 23 | 93 |
| Total 20-23 | 81 |

Subtest VIII - Reading A Ballot

| | |
|---|---|
| 24 | 58 |
| 25 | 63 |
| 26 | 54 |
| Total 24-26 | 58 |

Subtest IX - Recognizing Point of View

| | |
|---|---|
| 27 | 41 |
| 28 | 33 |
| 29 | 12 |
| 30 | 11 |
| 31 | 49 |
| Total 27-31 | 29 |

Subtest X - Validity of Sources

| Items | % Achievement Level |
|---|---|
| 32 | 85 |
| 33 | 68 |
| 34 | 80 |
| 35 | 81 |
| Total 32-35 | 79 |

Fairfax County Schools

Group: Grades 9-10 Experimental

| Total Test Statistics | |
|---|---|
| Number of total students | 74 |
| Mean score | 28.65 |
| SD | 5.51 |
| Reliability | 0.82 |

Subtest Achievement Levels

Subtest I - Identifying Central Issue

| Items | % Achievement Level |
|---|---|
| 1 | 97 |
| 2 | 36 |
| 3 | 89 |
| Total 1-3 | 74 |

Subtest II - Classifying Information

| | |
|---|---|
| 4 | 91 |
| 5 | 92 |
| 6 | 70 |
| 7 | 96 |
| 8 | 23 |
| Total 4-8 | 74 |

Subtest III - Reading Tabular Data

| | |
|---|---|
| 9 | 82 |
| 10 | 96 |
| 11 | 95 |
| Total 9-11 | 91 |

Subtest IV - Cartoon Interpretation

| | |
|---|---|
| 12 | 57 |
| 13 | 76 |
| 14 | 35 |
| Total 12-14 | 56 |

Subtest V - Reading A Ballot

| Items | % Achievement Level |
|---|---|
| 15 | 64 |
| 16 | 80 |
| 17 | 61 |
| Total 15-17 | 68 |

Subtest VI - Drawing Inferences

| | |
|---|---|
| 18 | 74 |
| 19 | 15 |
| 20 | 81 |
| 21 | 46 |
| Total 18-21 | 54 |

Subtest VII - Graph Interpretation

| | |
|---|---|
| 22 | 99 |
| 23 | 88 |
| 24 | 96 |
| 25 | 93 |
| 26 | 81 |
| Total 22-26 | 91 |

Subtest VIII - Validity of Sources

| | |
|---|---|
| 27 | 93 |
| 28 | 84 |
| 29 | 91 |
| 30 | 91 |
| Total 27-30 | 90 |

Subtest IX - Recognizing Point of View

| | |
|---|---|
| 31 | 41 |
| 32 | 20 |
| 33 | 54 |
| 34 | 58 |
| 35 | 72 |
| 36 | 62 |
| 37 | 39 |
| 38 | 19 |
| Total 31-38 | 46 |

Subtest X - Identifying Time Relationshi

| Items | % Achievement Level |
|---|---|
| 39 | 81 |
| 40 | 70 |
| 41 | 78 |
| Total 39-41 | 76 |

Fairfax County Schools

Group: Grades 11-12 Experimental

| Total Test Statistics | |
|---|---|
| Number of total students | 90 |
| Mean score | 30.31 |
| SD | 5.73 |
| Reliability | 0.82 |

Subtest Achievement Levels

Subtest I - Identifying Central Issue

| Items | % Achievement Level |
|---|---|
| 1 | 49 |
| 2 | 87 |
| 3 | 89 |
| Total 1-3 | 75 |

Subtest II - Classifying Information

| | |
|---|---|
| 4 | 90 |
| 5 | 81 |
| 6 | 28 |
| 7 | 33 |
| 8 | 76 |
| Total 4-8 | 62 |

Subtest III - Reading Tabular Data

| | |
|---|---|
| 9 | 90 |
| 10 | 91 |
| 11 | 93 |
| Total 9-11 | 91 |

Subtest IV - Cartoon Interpretation

| | |
|---|---|
| 12 | 74 |
| 13 | 84 |
| 14 | 57 |
| Total 12-14 | 72 |

Subtest V - Reading A Ballot

| Items | % Achievement Level |
|---|---|
| 15 | 80 |
| 16 | 87 |
| 17 | 76 |
| Total 15-17 | 81 |

Subtest VI - Drawing Inferences & Reading For Information

| | |
|---|---|
| 18 | 76 |
| 19 | 37 |
| 20 | 31 |
| 21 | 34 |
| 22 | 28 |
| Total 18-22 | 41 |

Subtest VII - Graph Interpretation

| | |
|---|---|
| 23 | 94 |
| 24 | 89 |
| 25 | 94 |
| 26 | 92 |
| 27 | 76 |
| Total 23-27 | 89 |

Subtest VIII - Validity of Sources

| | |
|---|---|
| 28 | 96 |
| 29 | 91 |
| 30 | 90 |
| 31 | 89 |
| Total 28-31 | 92 |

Subtest IX - Recognizing Point of View

| | |
|---|---|
| 32 | 60 |
| 33 | 24 |
| 34 | 52 |
| 35 | 74 |
| 36 | 84 |
| 37 | 58 |
| 38 | 47 |
| 39 | 13 |
| Total 32-39 | 52 |

Subtest X - Time Relationship

| Items | % Achievement Level |
|---|---|
| 40 | 93 |
| 41 | 79 |
| 42 | 87 |
| 43 | 78 |
| Total 40-43 | 84 |

Fairfax County Schools

TEST STATISTICS

Group: Grades 7-8 Control

| Total Test Statistics | |
|---|---|
| Number of total students | 217 |
| Mean score | 25.49 |
| SD | 4.09 |
| Reliability | .71 |

Subtest Achievement Levels

Subtest I - Identifying Central Issues

| Items | % Achievement Level |
|---|---|
| 1 | 97 |
| 2 | 79 |
| 3 | 71 |
| Total 1-3 | 82 |

Subtest II - Drawing Inferences

| | |
|---|---|
| 4 | 62 |
| 5 | 77 |
| 6 | 53 |
| Total 4-6 | 64 |

Subtest III - Cartoon Interpretation

| | |
|---|---|
| 7 | 96 |
| 8 | 72 |
| 9 | 85 |
| 10 | 95 |
| Total 7-10 | 87 |

Subtest IV - Reading Tabular Data

| Items | % Achievement Level |
|---|---|
| 11 | 82 |
| 12 | 94 |
| 13 | 88 |
| Total 11-13 | 88 |

Subtest V - Graph Interpretation

| | |
|---|---|
| 14 | 98 |
| 15 | 82 |
| 16 | 92 |
| Total 14-16 | 91 |

Subtest VI - Identifying Time Relationships

| | |
|---|---|
| 17 | 87 |
| 18 | 86 |
| 19 | 70 |
| Total 17-19 | 81 |

Subtest VII - Classifying Information

| | |
|---|---|
| 20 | 79 |
| 21 | 90 |
| 22 | 65 |
| 23 | 99 |
| Total 20-23 | 83 |

Subtest VIII - Reading A Ballot

| | |
|---|---|
| 24 | 58 |
| 25 | 66 |
| 26 | 48 |
| Total 24-26 | 57 |

Subtest IX - Recognizing Points of View

| | |
|---|---|
| 27 | 47 |
| 28 | 34 |
| 29 | 14 |
| 30 | 12 |
| 31 | 56 |
| Total 27-31 | 33 |

Subtest X - Validity of Sources

| Items | % Achievement Level |
|---|---|
| 32 | 89 |
| 33 | 65 |
| 34 | 80 |
| 35 | 82 |
| Total 32-35 | 79 |

Fairfax County Schools

Group: Grades 9-10 Control

| Total Test Statistics | |
|---|---|
| Number of total students | 64 |
| Mean score | 28.27 |
| SD | 5.61 |
| Reliability | .82 |

Subtest Achievement Levels

Subtest I - Identifying Central Issues

| Items | % Achievement Level |
|---|---|
| 1 | 97 |
| 2 | 47 |
| 3 | 91 |
| Total 1-3 | 78 |

Subtest II - Classifying Information

| | |
|---|---|
| 4 | 86 |
| 5 | 94 |
| 6 | 67 |
| 7 | 97 |
| 8 | 27 |
| Total 4-8 | 74 |

Subtest III - Reading Tabular Data

| | |
|---|---|
| 9 | 77 |
| 10 | 89 |
| 11 | 88 |
| Total 9-11 | 85 |

Subtest IV - Cartoon Interpretation

| | |
|---|---|
| 12 | 63 |
| 13 | 83 |
| 14 | 39 |
| Total 12-14 | 62 |

Subtest V - Reading A Ballot

| Items | % Achievement Level |
|---|---|
| 15 | 66 |
| 16 | 73 |
| 17 | 52 |
| Total 15-17 | 64 |

Subtest VI - Drawing Inferences

| | |
|---|---|
| 18 | 81 |
| 19 | 20 |
| 20 | 78 |
| 21 | 45 |
| Total 18-21 | 56 |

Subtest VII - Graph Interpretation

| | |
|---|---|
| 22 | 95 |
| 23 | 92 |
| 24 | 92 |
| 25 | 83 |
| 26 | 80 |
| Total 22-26 | 88 |

Subtest VIII - Validity of Sources

| | |
|---|---|
| 27 | 89 |
| 28 | 80 |
| 29 | 86 |
| 30 | 94 |
| Total 27-30 | 87 |

Subtest IX - Recognizing Points of View

| | |
|---|---|
| 31 | 50 |
| 32 | 9 |
| 33 | 44 |
| 34 | 56 |
| 35 | 72 |
| 36 | 56 |
| 37 | 31 |
| 38 | 17 |
| Total 31-38 | 42 |

Subtest X - Identifying Time Relationships

| Items | % Achievement Level |
|---|---|
| 39 | 83 |
| 40 | 83 |
| 41 | 77 |
| Total 39-41 | 81 |

Fairfax County Schools

Group: Grades 11-12 Control

| Total Test Statistics | |
|---|---|
| Number of total students | 93 |
| Mean score | 30.23 |
| SD | 5.17 |
| Reliability | .78 |

Subtest Achievement Levels

Subtest I - Identifying Central Issues

| Items | % Achievement Level |
|---|---|
| 1 | 56 |
| 2 | 84 |
| 3 | 87 |
| Total 1-3 | 76 |

Subtest II - Classifying Information

| | |
|---|---|
| 4 | 90 |
| 5 | 84 |
| 6 | 18 |
| 7 | 33 |
| 8 | 87 |
| Total 4-8 | 62 |

Subtest III - Reading Tabular Data

| | |
|---|---|
| 9 | 89 |
| 10 | 96 |
| 11 | 96 |
| Total 9-11 | 94 |

Subtest IV - Cartoon Interpretation

| | |
|---|---|
| 12 | 77 |
| 13 | 84 |
| 14 | 51 |
| Total 12-14 | 71 |

Subtest V - Reading A Ballot

| Items | % Achievement Level |
|---|---|
| 15 | 67 |
| 16 | 83 |
| 17 | 65 |
| Total 15-17 | 72 |

Subtest VI - Drawing Inferences & Reading For Information

| | |
|---|---|
| 18 | 76 |
| 19 | 38 |
| 20 | 28 |
| 21 | 39 |
| 22 | 22 |
| Total 18-22 | 41 |

Subtest VII - Graph Interpretation

| | |
|---|---|
| 23 | 97 |
| 24 | 86 |
| 25 | 88 |
| 26 | 92 |
| 27 | 81 |
| Total 23-27 | 89 |

Subtest VIII - Validity of Sources

| | |
|---|---|
| 28 | 97 |
| 29 | 92 |
| 30 | 92 |
| 31 | 88 |
| Total 28-31 | 92 |

Subtest IX - Recognizing Point of View

| | |
|---|---|
| 32 | 65 |
| 33 | 16 |
| 34 | 58 |
| 35 | 77 |
| 36 | 85 |
| 37 | 72 |
| 38 | 49 |
| 39 | 17 |
| Total 32-39 | 55 |

Subtest X - Time Relationships

| Items | % Achievement Level |
|---|---|
| 40 | 86 |
| 41 | 72 |
| 42 | 83 |
| 43 | 80 |
| Total 40-43 | 80 |

# APPENDIX 3

Post Test Results

## TEST STATISTICS

Fairfax County
Social Studies - Experimental 7-8 - Post

| Total Test Statistics | |
|---|---|
| Number of total students | 219 |
| Mean score | 25.46 |
| SD | 3.92 |
| Reliability | .70 |

Subtest Achievement Levels

Subtest I - Identifying Central Issues

| Items | % Achievement Level |
|---|---|
| 1 | 95 |
| 2 | 83 |
| 3 | 49 |
| Total 1-3 | 76 |

Subtest II - Drawing Inferences

| | |
|---|---|
| 4 | 28 |
| 5 | 28 |
| 6 | 9 |
| Total 4-6 | 22 |

Subtest III - Reading Tabular Data

| | |
|---|---|
| 7 | 90 |
| 8 | 95 |
| 9 | 65 |
| Total 7-9 | 83 |

Subtest IV - Cartoon Interpretation

| Items | % Achievement Level |
|---|---|
| 10 | 94 |
| 11 | 95 |
| 12 | 81 |
| 13 | 94 |
| Total 10-13 | 91 |

Subtest V - Graph Interpretation

| | |
|---|---|
| 14 | 94 |
| 15 | 94 |
| 16 | 91 |
| Total 14-16 | 93 |

Subtest VI - Identifying Time Relationships

| | |
|---|---|
| 17 | 95 |
| 18 | 77 |
| 19 | 90 |
| Total 17-19 | 87 |

Subtest VII - Classifying Information

| | |
|---|---|
| 20 | 85 |
| 21 | 86 |
| 22 | 87 |
| 23 | 93 |
| Total 20-23 | 88 |

Subtest VIII - Reading A Ballot

| | |
|---|---|
| 24 | 76 |
| 25 | 64 |
| 26 | 75 |
| Total 24-26 | 72 |

Subtest IX - Recognizing Point of View

| | |
|---|---|
| 27 | 58 |
| 28 | 59 |
| 29 | 34 |
| 30 | 26 |
| 31 | 76 |
| Total 27-31 | 51 |

Subtest X - Validity of Sources

| Items | % Achievement Level |
|---|---|
| 32 | 95 |
| 33 | 84 |
| 34 | 49 |
| 35 | 49 |
| Total 32-35 | 69 |

TEST STATISTICS

Fairfax County
Social Studies - Experimental 9-10 - Post

| Total Test Statistics | |
|---|---|
| Number of total students | 69 |
| Mean score | 29.03 |
| SD | 4.85 |
| Reliability | .75 |

Subtest Achievement Levels

Subtest I - Identifying Central Issues

| Items | % Achievement Level |
|---|---|
| 1 | 94 |
| 2 | 59 |
| 3 | 55 |
| Total 1-3 | 69 |

Subtest II - Classifying Information

| | |
|---|---|
| 4 | 91 |
| 5 | 93 |
| 6 | 97 |
| 7 | 100 |
| 8 | 99 |
| Total 4-8 | 96 |

Subtest III - Reading Tabular Data

| | |
|---|---|
| 9 | 94 |
| 10 | 91 |
| 11 | 83 |
| Total 9-11 | 89 |

Subtest IV - Cartoon Interpretation

| Items | % Achievement Level |
|---|---|
| 12 | 1 |
| 13 | 80 |
| 14 | 71 |
| Total 12-14 | 51 |

Subtest V - Reading A Ballot

| | |
|---|---|
| 15 | 70 |
| 16 | 74 |
| 17 | 80 |
| Total 15-17 | 75 |

Subtest VI - Drawing Inferences

| | |
|---|---|
| 18 | 59 |
| 19 | 61 |
| 20 | 36 |
| 21 | 67 |
| Total 18-21 | 56 |

Subtest VII - Graph Interpretation

| | |
|---|---|
| 22 | 90 |
| 23 | 93 |
| 24 | 93 |
| 25 | 99 |
| 26 | 75 |
| Total 22-26 | 90 |

Subtest VIII - Validity of Sources

| | |
|---|---|
| 27 | 96 |
| 28 | 81 |
| 29 | 57 |
| 30 | 67 |
| Total 27-30 | 75 |

Subtest IX - Recognizing Point of View

| | |
|---|---|
| 31 | 62 |
| 32 | 42 |
| 33 | 58 |
| 34 | 54 |
| 35 | 58 |
| 36 | 42 |
| 37 | 65 |
| 38 | 10 |
| Total 31-38 | 49 |

Subtest X - Identifying Time Relationship

| Items | % Achievement Level |
|---|---|
| 39 | 77 |
| 40 | 65 |
| 41 | 65 |
| Total 39-41 | 69 |

TEST STATISTICS

Fairfax County
Social Studies - Experimental 11-12 - Post

| Total Test Statistics | |
|---|---|
| Number of total students | 32 |
| Mean score | 30.03 |
| SD | 6.06 |
| Reliability | .85 |

Subtest Achievement Levels

Subtest I - Identifying Central Issues

| Items | % Achievement Level |
|---|---|
| 1 | 75 |
| 2 | 81 |
| 3 | 75 |
| Total 1-3 | 77 |

Subtest II - Classifying Information

| | |
|---|---|
| 4 | 94 |
| 5 | 100 |
| 6 | 97 |
| 7 | 19 |
| 8 | 75 |
| Total 4-8 | 77 |

Subtest III - Reading Tabular Data

| | |
|---|---|
| 9 | 91 |
| 10 | 97 |
| 11 | 72 |
| Total 9-11 | 87 |

Subtest IV - Cartoon Interpretation

| Items | % Achievement Level |
|---|---|
| 12 | 22 |
| 13 | 91 |
| 14 | 91 |
| Total 12-14 | 68 |

Subtest V - Reading A Ballot

| | |
|---|---|
| 15 | 85 |
| 16 | 66 |
| 17 | 94 |
| Total 15-17 | 81 |

Subtest VI - Drawing Inferences

| | |
|---|---|
| 18 | 47 |
| 19 | 41 |
| 20 | 44 |
| 21 | 75 |
| Total 18-21 | 52 |

Subtest VII - Graph Interpretation

| | |
|---|---|
| 22 | 100 |
| 23 | 94 |
| 24 | 97 |
| 25 | 100 |
| 26 | 84 |
| Total 22-26 | 95 |

Subtest VIII - Validity of Sources

| | |
|---|---|
| 27 | 94 |
| 28 | 81 |
| 29 | 66 |
| 30 | 72 |
| Total 27-30 | 78 |

Subtest IX - Recognizing Point of View

| | |
|---|---|
| 31 | 59 |
| 32 | 50 |
| 33 | 66 |
| 34 | 66 |
| 35 | 72 |
| 36 | 63 |
| 37 | 50 |
| 38 | 25 |
| Total 31-38 | 56 |

Subtest X - Identifying Time Relationships

| Items | % Achievement Level |
|---|---|
| 39 | 81 |
| 40 | 78 |
| 41 | 22 |
| 42 | 56 |
| Total 39-42 | 59 |

TEST STATISTICS

Fairfax County
Social Studies - Control 7-8 - Post

| Total Test Statistics | |
|---|---|
| Number of total students | 207 |
| Mean score | 23.64 |
| SD | 4.82 |
| Reliability | .79 |

Subtest Achievement Levels

Subtest I - Identifying Central Issues

| Items | % Achievement Level |
|---|---|
| 1 | 90 |
| 2 | 82 |
| 3 | 43 |
| Total 1-3 | 72 |

Subtest II - Drawing Inferences

| | |
|---|---|
| 4 | 21 |
| 5 | 24 |
| 6 | 14 |
| Total 4-6 | 20 |

Subtest III - Reading Tabular Data

| | |
|---|---|
| 7 | 92 |
| 8 | 92 |
| 9 | 57 |
| Total 7-9 | 80 |

Subtest IV - Cartoon Interpretation

| Items | % Achievement Level |
|---|---|
| 10 | 91 |
| 11 | 88 |
| 12 | 80 |
| 13 | 87 |
| Total 10-13 | 87 |

Subtest V - Graph Interpretation

| | |
|---|---|
| 14 | 90 |
| 15 | 92 |
| 16 | 89 |
| Total 14-16 | 90 |

Subtest VI - Identifying Time Relationships

| | |
|---|---|
| 17 | 93 |
| 18 | 73 |
| 19 | 84 |
| Total 17-19 | 83 |

Subtest VII - Classifying Information

| | |
|---|---|
| 20 | 84 |
| 21 | 83 |
| 22 | 85 |
| 23 | 91 |
| Total 20-23 | 86 |

Subtest VIII - Reading A Ballot

| | |
|---|---|
| 24 | 57 |
| 25 | 55 |
| 26 | 72 |
| Total 24-26 | 61 |

Subtest IX - Recognizing Point of View

| | |
|---|---|
| 27 | 47 |
| 28 | 60 |
| 29 | 13 |
| 30 | 11 |
| 31 | 71 |
| Total 27-31 | 40 |

Subtest X - Validity of Sources

| Items | % Achievement Level |
|---|---|
| 32 | 93 |
| 33 | 70 |
| 34 | 42 |
| 35 | 49 |
| Total 32-35 | 64 |

TEST STATISTICS

Fairfax County
Social Studies - Control 9-10 - Post

| Total Test Statistics | |
|---|---|
| Number of total students | 103 |
| Mean score | 30.43 |
| SD | 4.41 |
| Reliability | .72 |

Subtest Achievement Levels

Subtest I - Identifying Central Issues

| Items | % Achievement Level |
|---|---|
| 1 | 98 |
| 2 | 68 |
| 3 | 61 |
| Total 1-3 | 76 |

Subtest II - Classifying Information

| | |
|---|---|
| 4 | 90 |
| 5 | 96 |
| 6 | 92 |
| 7 | 100 |
| 8 | 98 |
| Total 4-8 | 95 |

Subtest III - Reading Tabular Data

| | |
|---|---|
| 9 | 90 |
| 10 | 97 |
| 11 | 84 |
| Total 9-11 | 90 |

Subtest IV - Cartoon Interpretation

| Items | % Achievement Level |
|---|---|
| 12 | 3 |
| 13 | 83 |
| 14 | 76 |
| Total 12-14 | 54 |

Subtest V - Reading A Ballot

| | |
|---|---|
| 15 | 69 |
| 16 | 69 |
| 17 | 77 |
| Total 15-17 | 72 |

Subtest VI - Drawing Inferences

| | |
|---|---|
| 18 | 74 |
| 19 | 50 |
| 20 | 33 |
| 21 | 77 |
| Total 18-21 | 59 |

Subtest VII - Graph Interpretation

| | |
|---|---|
| 22 | 95 |
| 23 | 96 |
| 24 | 93 |
| 25 | 98 |
| 26 | 87 |
| Total 22-26 | 94 |

Subtest VIII - Validity of Sources

| | |
|---|---|
| 27 | 98 |
| 28 | 89 |
| 29 | 62 |
| 30 | 66 |
| Total 27-30 | 79 |

Subtest IX - Recognizing Point of View

| | |
|---|---|
| 31 | 65 |
| 32 | 39 |
| 33 | 64 |
| 34 | 66 |
| 35 | 65 |
| 36 | 65 |
| 37 | 64 |
| 38 | 17 |
| Total 31-38 | 56 |

Subtest X - Identifying Time Relationship

| | Items | % Achievement Level |
|---|---|---|
| | 39 | 87 |
| . . . | 40 | 74 |
| | 41 | 65 |
| | Total 39-41 | 75 |

TEST STATISTICS

Fairfax County
Social Studies - Control 11-12 - Post

| Total Test Statistics | |
|---|---|
| Number of total students | 95 |
| Mean score | 30.19 |
| SD | 5.76 |
| Reliability | .83 |

Subtest Achievement Levels

Subtest I - Identifying Central Issues

| Items | % Achievement Level |
|---|---|
| 1 | 62 |
| 2 | 85 |
| 3 | 73 |
| Total 1-3 | 73 |

Subtest II - Classifying Information

| | |
|---|---|
| 4 | 92 |
| 5 | 97 |
| 6 | 98 |
| 7 | 25 |
| 8 | 64 |
| Total 4-8 | 75 |

Subtest III - Reading Tabular Data

| | |
|---|---|
| 9 | 93 |
| 10 | 97 |
| 11 | 81 |
| Total 9-11 | 90 |

Subtest IV - Cartoon Interpretation

| Items | % Achievement Level |
|---|---|
| 12 | 6 |
| 13 | 81 |
| 14 | 75 |
| Total 12-14 | 54 |

Subtest V - Reading A Ballot

| | |
|---|---|
| 15 | 73 |
| 16 | 64 |
| 17 | 87 |
| Total 15-17 | 75 |

Subtest VI - Drawing Inferences

| | |
|---|---|
| 18 | 66 |
| 19 | 54 |
| 20 | 40 |
| 21 | 75 |
| Total 18-21 | 59 |

Subtest VII - Graph Interpretation

| | |
|---|---|
| 22 | 88 |
| 23 | 99 |
| 24 | 93 |
| 25 | 98 |
| 26 | 87 |
| Total 22-26 | 93 |

Subtest VIII - Validity of Sources

| | |
|---|---|
| 27 | 95 |
| 28 | 85 |
| 29 | 72 |
| 30 | 74 |
| Total 27-30 | 82 |

Subtest IX - Recognizing Point of View

| | |
|---|---|
| 31 | 74 |
| 32 | 41 |
| 33 | 83 |
| 34 | 68 |
| 35 | 76 |
| 36 | 64 |
| 37 | 69 |
| 38 | 15 |
| Total 31-38 | 61 |

Subtest X - Identifying Time Relationships

| Items | % Achievement Level |
|---|---|
| 39 | 83 |
| 40 | 83 |
| 41 | 28 |
| 42 | 56 |
| Total 39-42 | 63 |